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ABSTRACT

Reported are the results of a project which focused on staff development in five elementary schools to improve services to children with special problems. Focused on are the efforts of the five principals to develop, implement, and evaluate the staff development approach. Chapters are given to the following aspects: characteristics of the participating schools; delineation and conceptualization of the project; development and results of a questionnaire to problems encountered by classroom teachers; development of a referral form and a staffing procedure; availability of appropriate resources at the local, district, and community levels; evaluation of satisfaction expressed by administrators and teachers with the implementation of recommendations; evaluation of the satisfaction of teachers and administrators with the results of the total project; results of the administrators' evaluation of the staff development project; teachers' opinions about the potential value of the project; and a project summary. It is noted that practitioners were generally satisfied with the development of the design and implementation of the staffing model, with the development of an esprit de corps among staff members and with the opportunity to share professional experiences. (DB)

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STAFF DEVELOPMENT APPROACH:

Providing for Children with Special Problems

by

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Providing for Children with Special Problems

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ABSTRACT

Through development of an esprit de corps each of the faculties of five public elementary schools was guided to work together more effectively in helping children with special problems. The five principals met regularly to give mutual aid in developing a program for helping the teachers: in utilizing their own individual expertise, in recognizing the special strengths of individual members of the staff, in utilizing a procedure for identifying children in need, and in making objective analyses of the problems. Each principal supervised the formation and operation of committees which studied the problems referred by the teachers. The committees made recommendations for action. Each principal then worked to foster the implementation of the committee recommendations. A model was developed to serve as the basis for a staff development approach for helping children with special problems.

INTRODUCTION

This report describes the plans and activities of five elementary school principals in their attempt to develop, implement and evaluate a staff development approach to provide for children with special problems.

The various characteristic of the five participating schools are described in Chapter I. Information is presented pertaining to the physical plant, the community, the principal, the composition of the faculty and student body and the resources available in each school at the beginning of the project.

The delineation and conceptualization of the project are described in Chapter II. The PERT-style chart indicates the time line and specific responsibilities and activities of the practitioners and staffs of the participating schools for completing the project. Task force assignments for preparing the report are also included.

The practitioners designed a questionnaire which provided teachers with the opportunity to identify problems

which they encountered in the classroom and which caused them concern. This information alerted the practitioners early in the project to the kinds of problems which teachers would probably be referring for staffing. The practitioners utilized this information in planning inservice sessions and in selecting appropriate resources. The results of this questionnaire are reported in Chapter III.

The development of a referral form was a key factor in evolving a model for the staffing procedure. Formation of staffing committees, scheduling and dealing with recommendations were additional problems requiring solutions as the model became operative. These problems and their solutions are discussed in Chapter IV. This chapter also includes a description of the kinds of staffing problems referred and a report of the recommendations made by the staffing committee.

The availability of appropriate resources affected the degree to which recommendations were implemented. Resources at the local, district and community levels are reported in Chapter V. Problems encountered and the role of the practitioners in using the resources effectively are also discussed.

One determinant of the effectiveness of the staffing procedure was the implementation of recommendations. The degree of satisfaction expressed by administrators and teachers with the implementation of recommendations is discussed in Chapter VI.

The practitioners felt that an indication of the satisfaction of teachers and administrators with the results of the project should be included in the evaluation. These results are summarized and analyzed in Chapter VII.

The administrators' evaluation of the staff development project is reported in Chapter VIII. Generally the administrators were pleased with the project and were impressed with the apparent development of mutual trust and respect among the staff members.

The en route teacher evaluation indicates teachers' opinions about the potential value of the project. These results and the responses to the summative evaluation instrument, "Evaluation of Pupil Staffing Activities", are reported in Chapter IX.

Practitioners summarized their conclusions about the project in Chapter X. They expressed their satisfaction with the development of the design and implementation of the staffing model, the development of an esprit de corps among staff members and the opportunity to share this professional experience with the other practitioners.

STAFF DEVELOPMENT APPROACH:

Providing for Children with Special Problems

By:
Mary Ellen Foran
Arthur A. Fumarolo
Joseph A. Lavizzo, Jr.
Mary A. Ranaford
Karl Siewers

CHAPTER I

DESCRIPTION OF SCHOOLS

A study of the five Chicago public elementary schools participating in the Staff Development Project reveals pertinent information about each school. This information has been translated to Table form for easy reference.

Table I-1 shows that the number of years the principals have been assigned to their present schools ranges from one to thirteen. There is great variation in the sizes and ages of the physical plants. However,

most of the schools serve children from low or lower middle income families.

Table I-2 shows that a variety of racial and ethnic backgrounds are represented. All but one school enrolls all their students from the community. The student mobility rate ranges from 24% to 98%.

Table I-3 shows that although faculties vary in size and experience, the five schools have racially integrated staffs.

Table I-4 shows that the resources in each school vary, but that all schools have at least a part time adjustment teacher (counselor), librarian, physical education teacher and either a learning disabilities teacher or reading specialist. Only two schools have freed assistant principals. Schools having a significant number of non-English speaking students also have teachers to help these students learn English.

Table I-5 shows that resources available to the school at the district level are basically the same but the number of days they are available varies with the size and needs of each school.

Community resources vary widely. The agencies listed in Table I-5 were those used by the schools at the beginning of the project. As the project developed, others were added. A complete list of the community agencies used throughout the project is contained in Chapter V.

It was the aim of each principal to help the staff become aware of and utilize effectively the resources each school had available to help children with problems.

TABLE I-1

DESCRIPTION OF SCHOOL AND COMMUNITY

School	5	6	7	8	9
Years Principal Has Been Assigned to Present School	4	10	13	1	3
Physical Plant (bldgs)	1	2	1	3	2
(mobiles)					7
Dates of Construction	1927	1964 1970	1937 1959	1903 1948 1973	1893 1964
Socio-Economic Description	Lower middle income	Low and Lower middle income	Low and Lower middle income	Low income	Lower middle income

TABLE I-2

STUDENT POPULATION

School	5	6	7	8	9
Grade Levels	K-8	Hdst-8	K-6	K-8	K-8
Student Enrollment	835	920	600	2100	1431
Racial Composition					
% Black	15	19.3	50	99.	0
% Caucasian	85	45.2	3	1	59
% Spanish surnamed		12.2	45		34
% Asian American		20.4	2		5
% American Indian		2.9			2
Percent of Students Speaking English as a Second Language	6	49	38	.1	22
Percent of Mobility of the Student Population	30	98	24	60.7	39

TABLE I-3

COMPOSITION OF FACULTY

School	5	6	7	8	9
Number of Teachers	28	33	29	79.5	53.5
Range of experience (in years)	1-25	1-20+	1-31	1-24	1-40
Experience at present school (in years)	1-17	1-9	1-14	1-24	1-34
Median experience (in years)	14	2	8	4	7
Median experience at present school (yrs)	3	1½	4	2	4
Racial Composition					
% Black	18	21.3	28	68	7.5
% Caucasian	82	72.7	51	30	83.5
% Spanish surnamed		3.0	14	2	7.5
% Asian American		3.0	7		1.5

TABLE I-4

RESOURCES

School	5	6	7	8	9
Adjustment Counselor	1	1	.5	1	1.5
ERA teacher				1	
Freed Assistant Principal				2	
French teacher				1	
IRIP teacher		1		2	1
Lab teacher (ESEA reading)			1		
Lab teacher (mathematics)	1				
Learning disabilities teacher	.2		1		1
Master teacher				3	1
Physical education teacher	1	1.5	1	2	2
School community representative			2		
Shop teacher					1
Sightsaving teacher (hrs per wk)	2		2		
Spanish speaking staff			8		
Teacher-librarian	1	1.5	1	2	2
TESL teacher		1	4		2

ERA = Early Remedial Approach
IRIP = Intensive Reading Instructional Program
TESL = Teaching English as a Second Language

TABLE I-5

RESOURCES

School	5	6	7	8	9
District Resources±					
Attendance Officer	x	x	x	x	x
Psychologist	x	x	x	x	x
Social Worker	x	x	x	x	x
Speech Therapist	x	x	x	x	x
Teacher-nurse	x	x	x	x	x
Community Resources					
Boys' Club				x	
Child Guidance Clinic		x	x		
Dental services		x	x		x
Group therapy			x		
Hospital clinics					x
Mental health clinic			x		x
Salvation Army social work					x
Young Men's Jewish Council				x	

x=service at school

± services limited to approximately one day per week or at request of school

CHAPTER II

PROJECT DESIGN

The most elemental beginnings of this practicum took place on May 19, 1973, when the practitioners began discussing their concerns and problems with a view toward those which would be relevant to the entire group, be of mutual benefit to all the members if an approach or solution could be attacked by all the practitioners, be beneficial to the pupils and schools to be involved, and meet the requirements for a Maxi I practicum. Resulting from the discussions was the proposal for the STAFF DEVELOPMENT APPROACH: Providing For Children with Special Problems practicum.

The PERT-style chart, Figure 1, at the end of this chapter indicates the time line of the project along with the various activities and responsibilities of the practitioners and the staffs of the five schools involved.

As can be seen on the chart, each practitioner had specific duties and responsibilities in the development of the practicum materials as well as within the scope

of developing and directing the project within his/her own school.

Across the first panel and the top half of the chart are the activities related to the basic planning and reporting of the development and findings of the practicum. The main activities of the Practitioner Task Force were as follows:

> Meetings to discuss common concerns which might be appropriate to a joint practicum
>
> Meetings to delineate the practicum design, write the proposals, and design the problems questionnaire and referral form to be used by the teachers.
>
> Meetings to discuss ongoing progress and problems so as to keep the practicum coordinated and to provide mutual aid. These meetings were for such topics as
>
> teacher motivation,
> follow through,
> types of problems,
> refining ways of evaluating,
> role of principal in local staffing meetings,
> emergency problems,
> effectiveness to various resources, and
> future steps to be taken.
>
> Meetings to determine individual task force member's assignments for developing, writing, and duplicating various materials for and sections of the final report.
>
> Meetings to review, restyle, edit, and assemble the final report.

The lower section of the chart, except for the first panel, relates the various activities which took place at the local level. They include the following:

Principal introduces staff development program to faculty.

Principal coordinates and/or conducts in-service activities including some of those indicated in this list.

Principal presents Staffing Questionnaire; teachers complete it.

Principal tabulates and analyzes results of questionnaire; relates results to faculty and to task force.

Principal presents Staffing Referral Form; teachers complete them and submit cases.

Principal receives Staffing Referral Forms from teachers.

Principal reviews referral forms.

Principal selects staffing committees.

Staffing meetings take place.

Principal reviews staffing reports and recommendations.

Recommendations are implemented.

Follow-up staffings.

Closing the cases.

The basic staffing activites are illustrated on

the lower sections of the second and third panels of the chart.

This practicum was designed to be developmental in the establishment of an ongoing procedure. This is indicated by the arrow at the extreme right end of the chart.

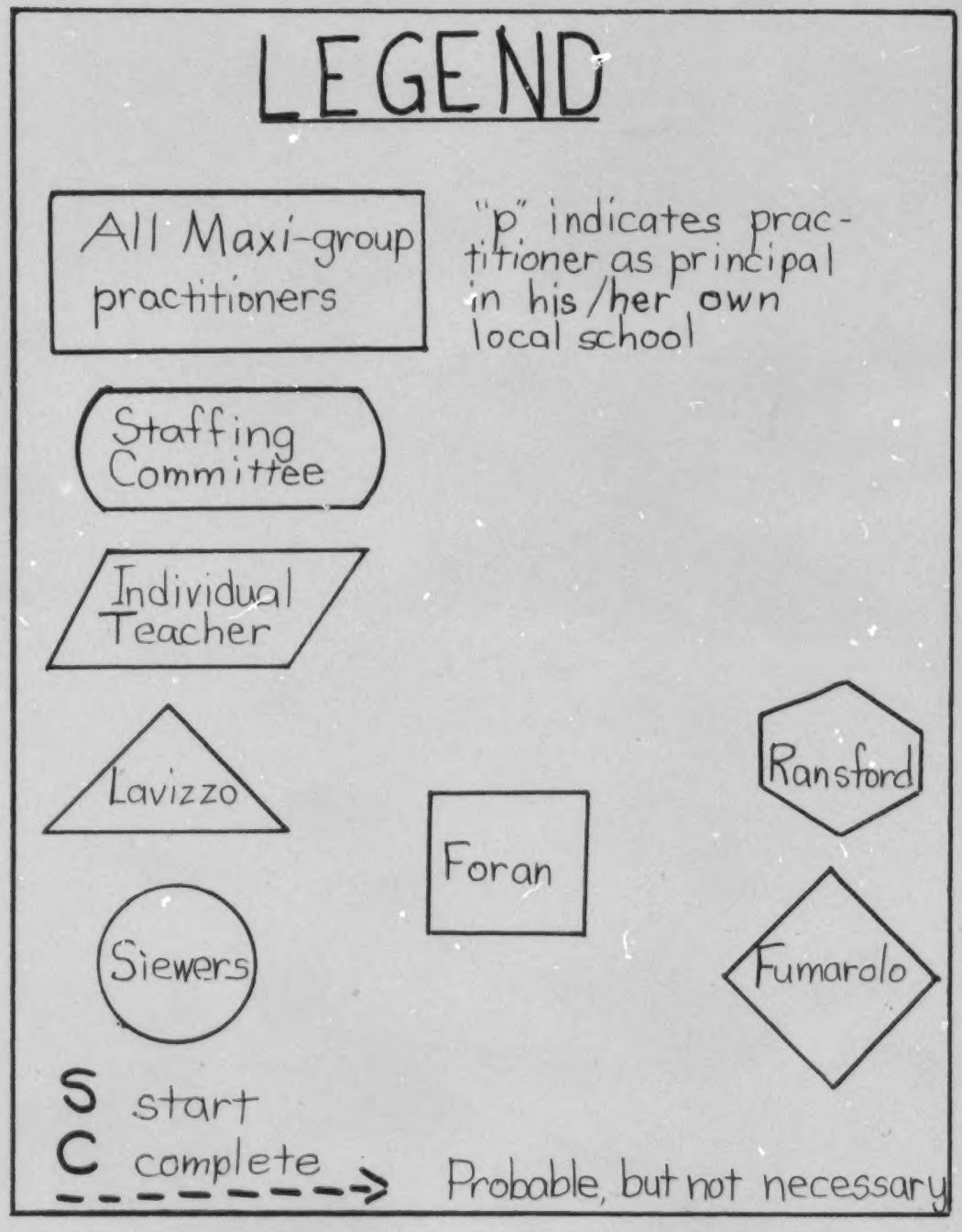
In summary, the design of this practicum, STAFF DEVELOPMENT APPROACH: Providing for Children with Special Problems, was two-fold. One, as illustrated on panel one and the top half of the PERT-style chart, was the activities of the task force relative to the development and reporting of the project. Two, as illustrated on the lower sections of panels two through five of the chart, was the activities which took place at the local schools.

STAFF DEVELOPMENT APPROACH:

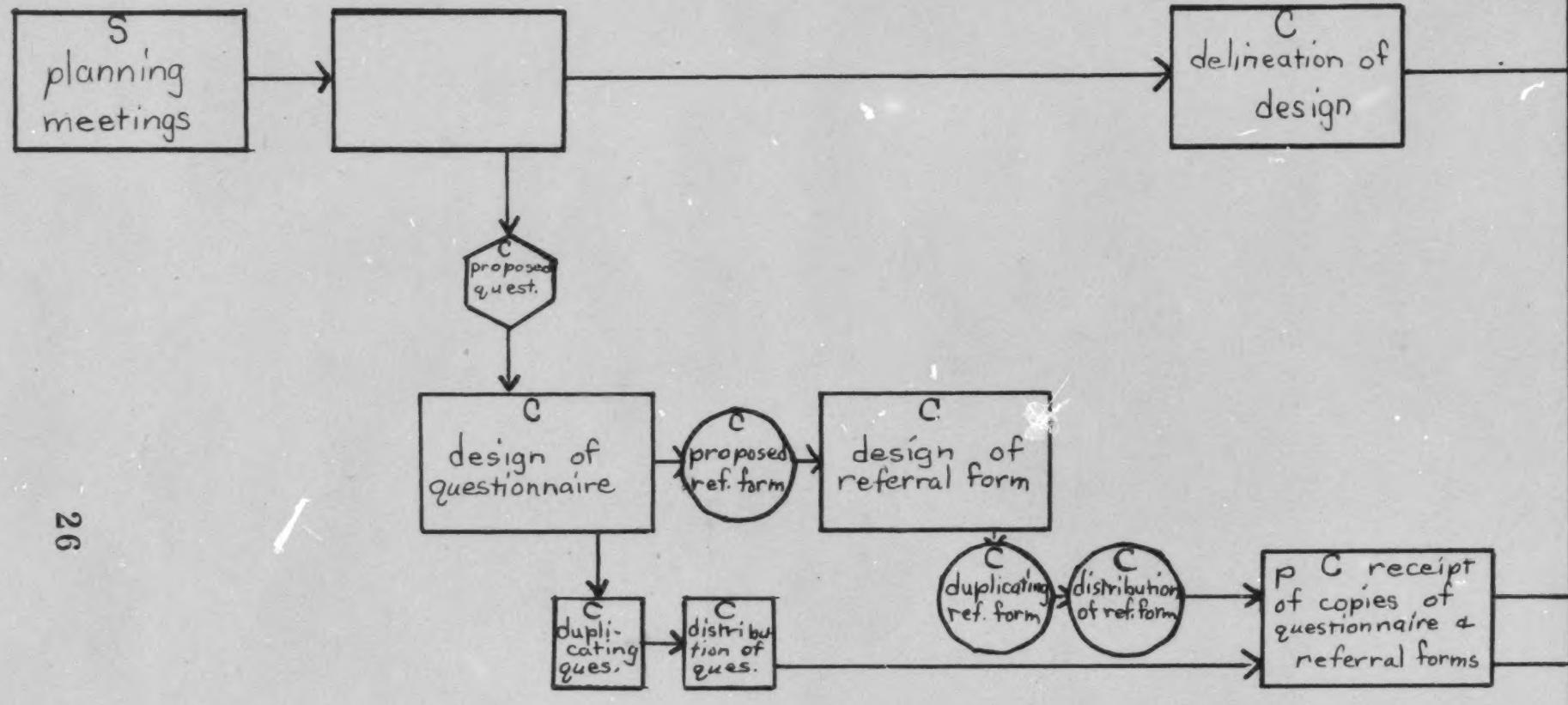
Providing for Children

With Special Problems

Figure 1. PERT-Style Chart of the Project Design
(Follows on 13a through 13h)


LEGEND
All Maxi-group practitioners
"p" indicates practitioner as principal in his/her own local school
Staffing Committee
Individual Teacher
Lavizzo
Foran
Ransford
Siewers
Fumarolo
S start
C complete
Probable, but not necessary

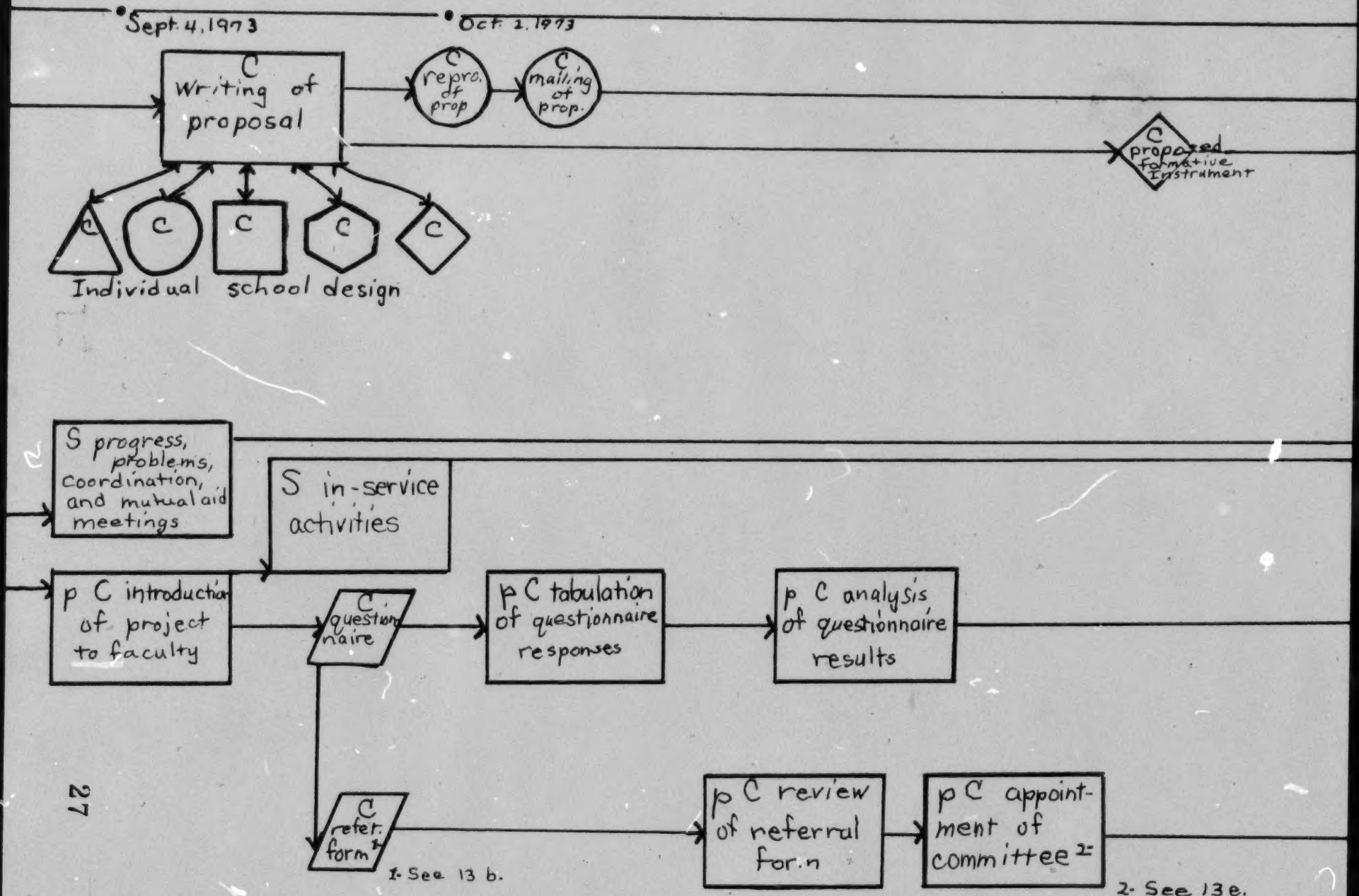
May 19, 1973

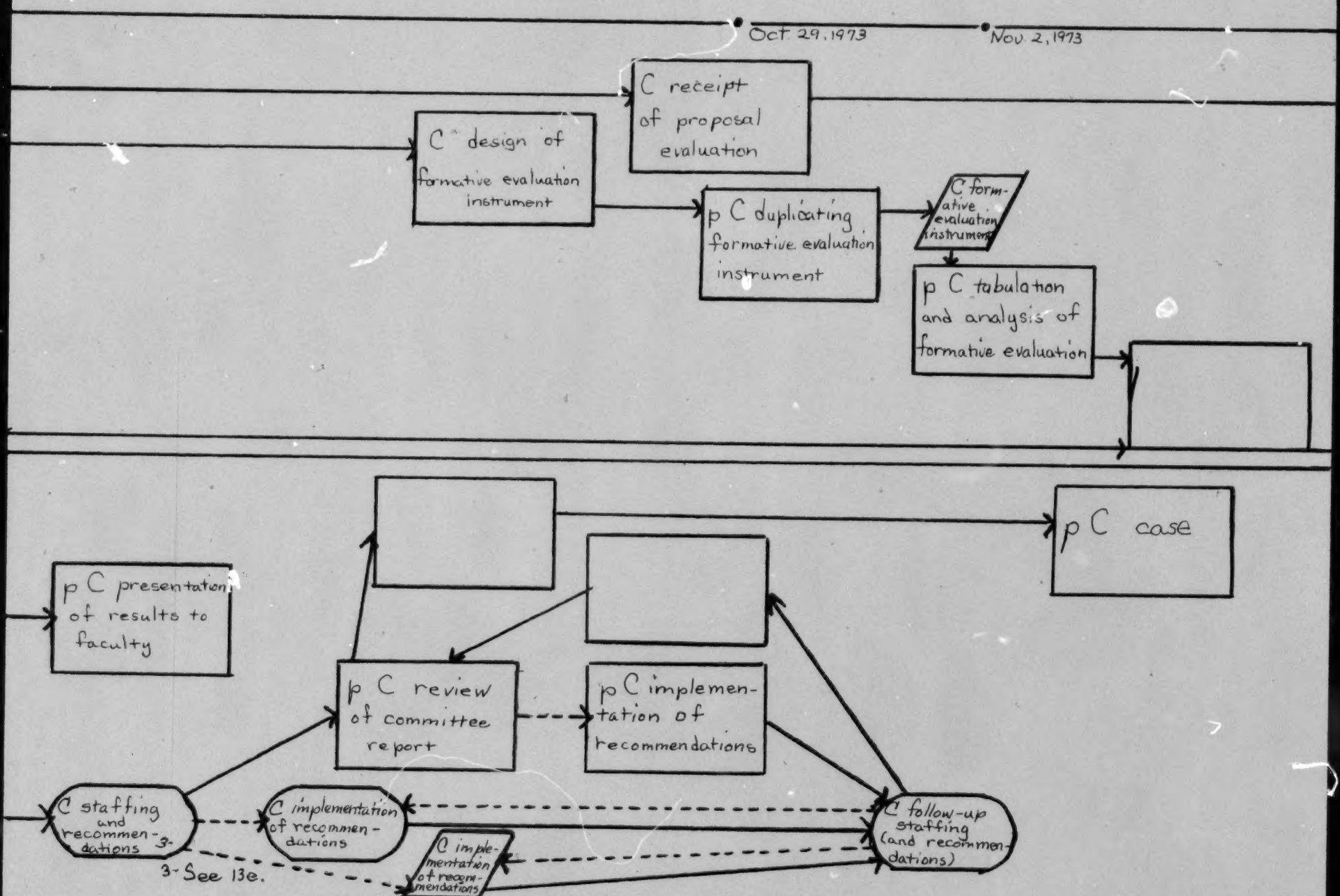


26

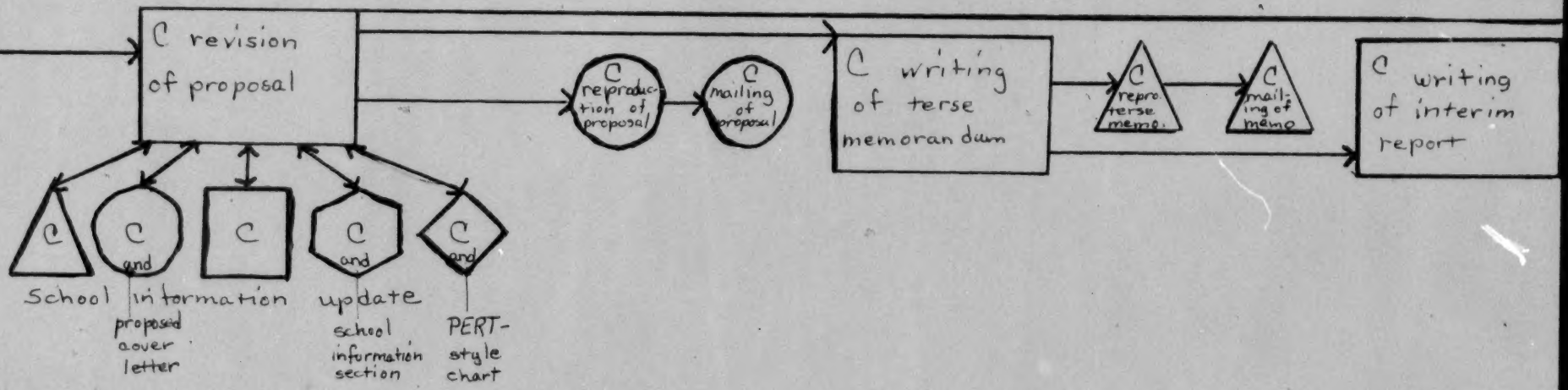
! This strand, from this point through completion of case, is carried on for each pupil referred on a staffing referral form. This is done in an on-going manner from this point on and throughout the time limits of the practicum. (See 13c.)

13b


Sept. 4, 1973
Oct. 2, 1973
C Writing of proposal
C repro. of prop
C mailing of prop.
C proposed formative Instrument
C
C
C
C
C
Individual school design
S progress, problems, coordination, and mutual aid meetings
S in-service activities
p C introduction of project to faculty
C questionnaire
p C tabulation of questionnaire responses
p C analysis of questionnaire results
C refer. form 1
p C review of referral form
p C appointment of committee 2
1. See 13 b.
2. See 13 e.

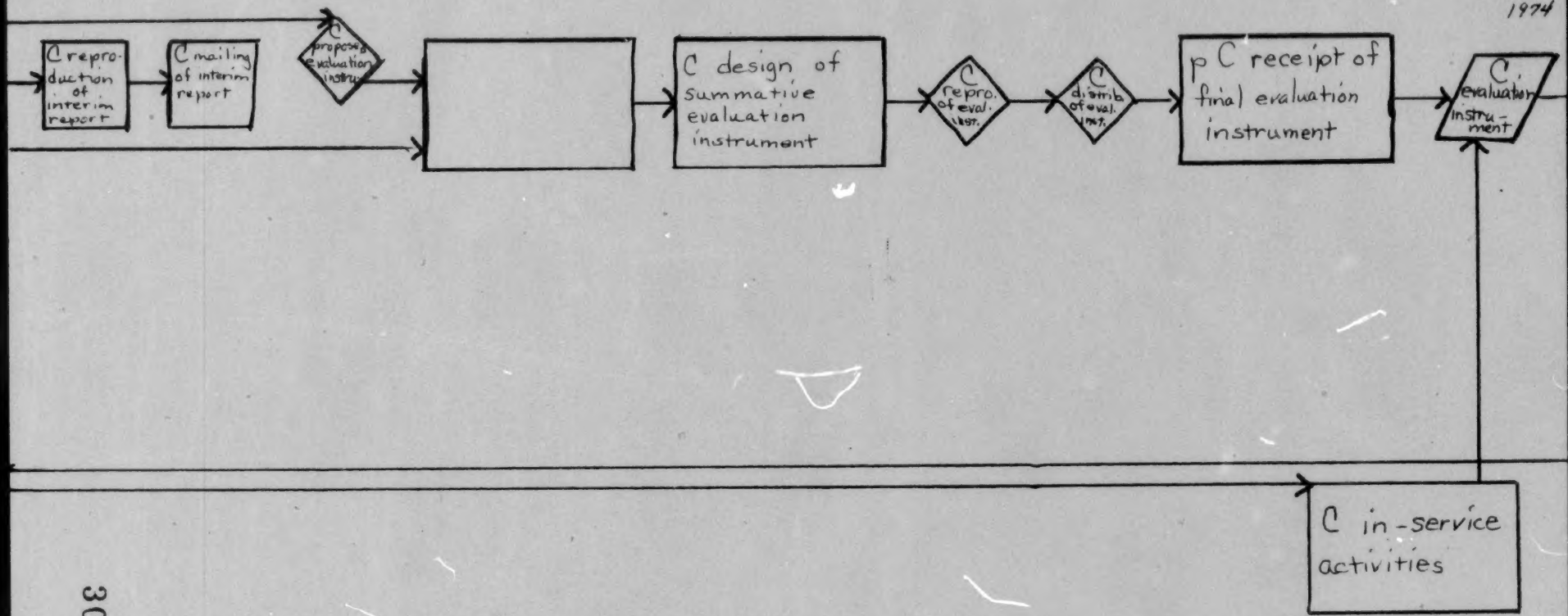

Oct 29, 1973
Nov 2, 1973
C receipt of proposal evaluation
C design of formative evaluation instrument
p C duplicating formative evaluation instrument
C formative evaluation instrument
p C tabulation and analysis of formative evaluation
p C case
p C presentation of results to faculty
p C review of committee report
p C implementation of recommendations
C staffing and recommendations 3-
C implementation of recommendations
C implementation of recommendations
C follow-up staffing (and recommendations)
3- See 13e.

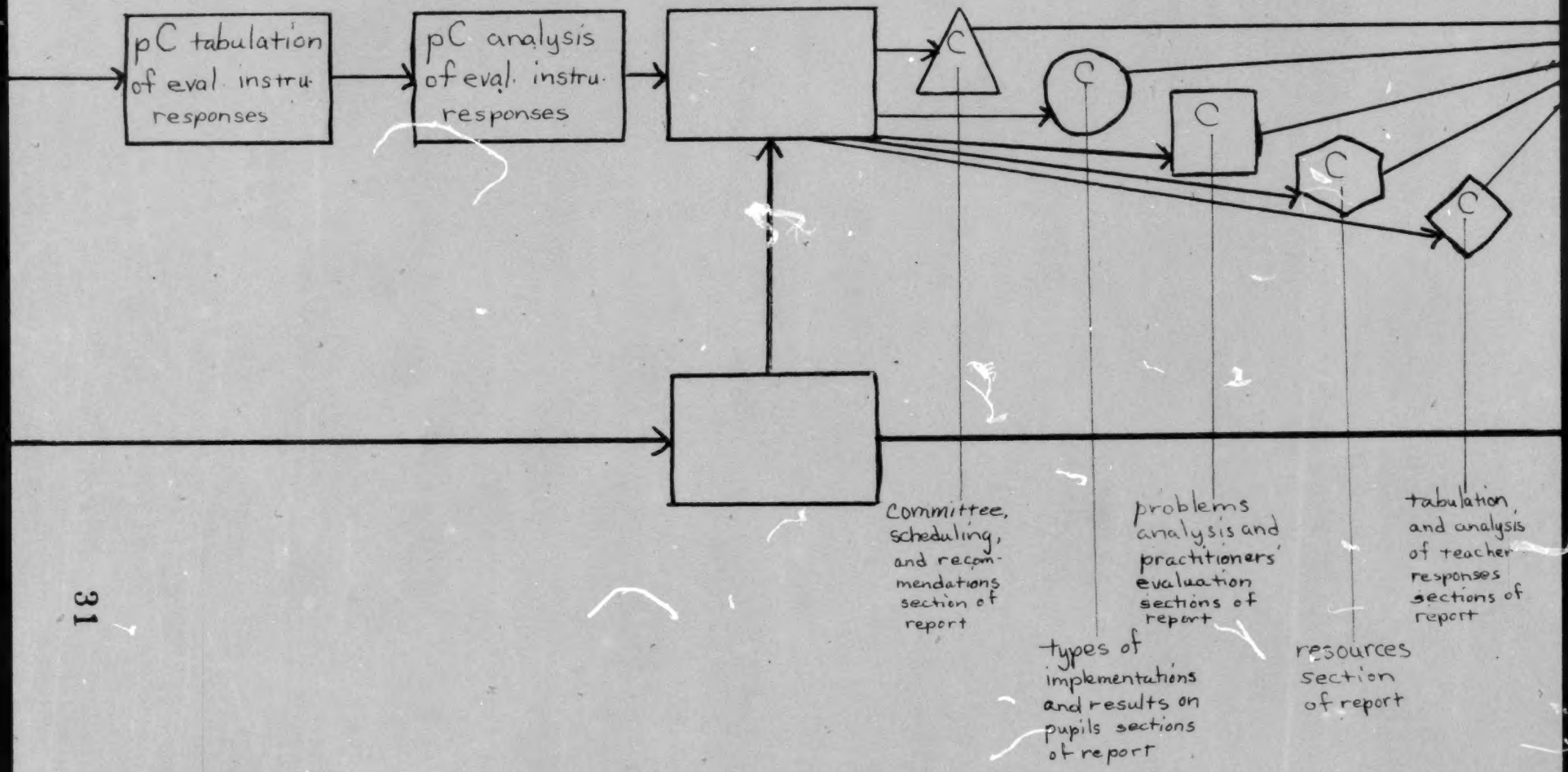
Dec. 13, 1973

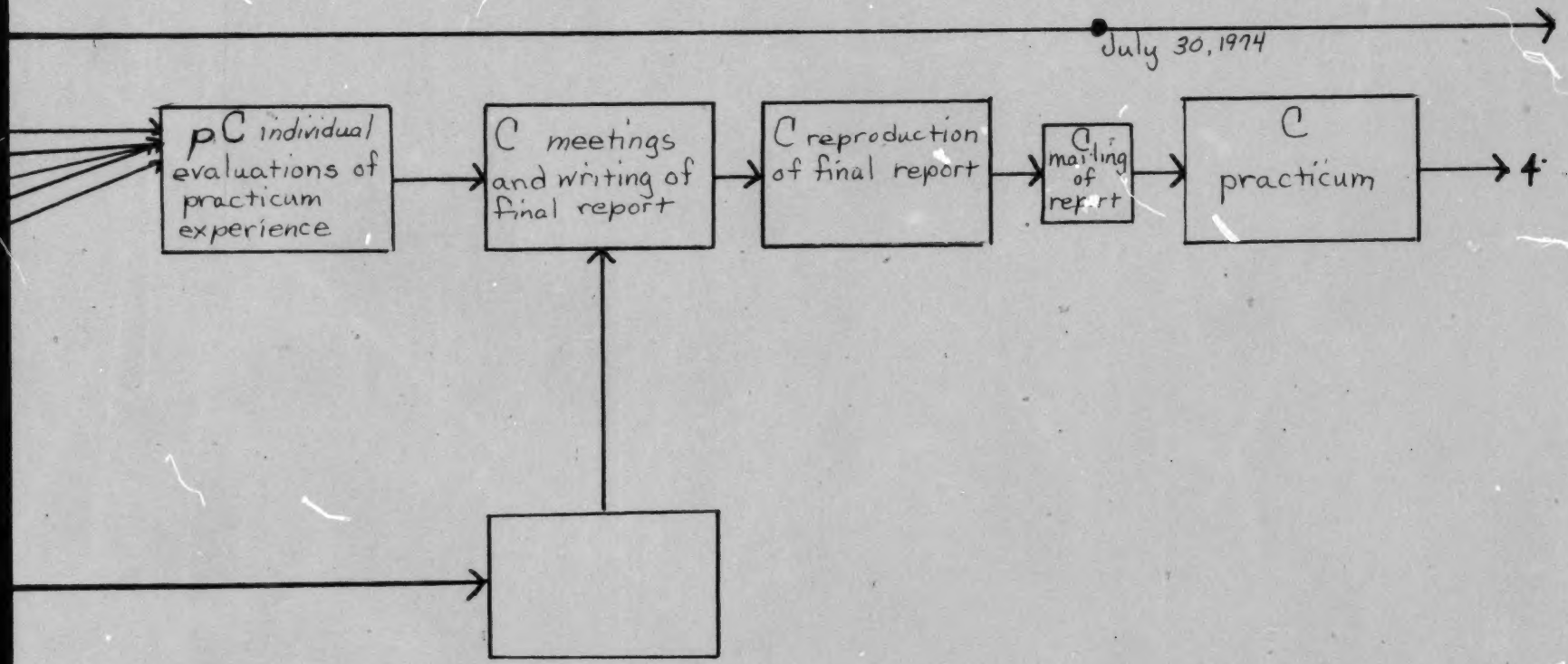


[2] Each principal will appoint committees in a certain manner depending upon his/her needs and circumstances. (See 13c)

[3] Scheduling of these may differ at each school depending upon the time situation in each school. (See 13d.)


Jan. 25, 1974
C reproduction of interim report
C mailing of interim report
C proposing evaluation instru.
C design of summative evaluation instrument
C repro. of eval. instr.
C distrib. of eval. instr.
p C receipt of final evaluation instrument
C evaluation instrument
C in-service activities


pC tabulation of eval. instru. responses
pC analysis of eval. instru. responses
C
C
C
C
C
Committee, scheduling, and recommendations section of report
types of implementations and results on pupils sections of report
problems analysis and practitioners' evaluation sections of report
resources section of report
tabulation and analysis of teacher responses sections of report


July 30, 1974
pC individual evaluations of practicum experience
C meetings and writing of final report
C reproduction of final report
C mailing of report
C practicum
f

f If practicum is successful, the program will continue in the schools involved.

CHAPTER III

STAFFING QUESTIONNAIRE: FREQUENCY AND DIFFICULTY OF PROBLEMS PERCEIVED BY TEACHERS

The "Staffing Questionnaire"[1] evolved after the Maxi I practitioners had many meetings and discussions during the spring and summer of 1973. It was the consensus of the Task Force group that the selection of problems for the instrument was most representative of the kind of behavior which is met daily in the classroom. In order to have a measure of flexibility and opportunity for personal classification of all types of problems considered important by the respondents, the category, "other", was included.

After explaining the staffing activities project at the in-service meetings during the beginning days of the September 1973 term, the principal-practitioners distributed the "Questionnaire" to the teachers. The practitioners discussed the sections with their staffs. Time was allotted during the in-service period for the

---

[1]See Appendix A.

teachers to respond to the "Questionnaire" and return it to the practitioner. Members of the Task Force planned to share the findings with the teachers and Maxi I practitioners. They also intended to use these results for guidance in preparing their in-service program and other supervisory activities in conjunction with the project.[2]

In part one of the "Questionnaire" the teachers were to rank the following problems which they considered are most frequently encountered in the classroom:

disobedience
health
emotionally disturbed
mental retardation
disrespect for teacher and authority
aggression towards other children
habitually tardy
excess absences
lack of interest in school
lacks fundamentals in academics
unusually withdrawn
others (Be specific.)

Number one is to indicate the most frequent or the problem having the greatest concern: eleven or twelve, depending on the response to the category, "other", would be the least frequently encountered or least im-

---

[2]See Chapters IV, V, and VI.

portant to the respondent. When the responses from the teachers of all the Maxi I schools were tallied, there were 1719 responses placing problems in various ranks. This summary is contained in Table III-1 on the following page.

The greatest number of responses for any single problem in any rank was 71 responses to problem "lacks fundamentals in academics" in rank 1. "Lacks fundamentals in academics" as a problem category also had the greatest number of respondents, 165. Four of the five Maxi I schools indicated this problem as their number one concern, too. "Lacks fundamentals in academics" is further discussed in Chapters IV, VI, and VII.

The next highest frequency had 42 respondents citing "lack of interest in school" which was also the highest frequency in rank two. Table III-2 indicates the problems with the highest frequency within each rank. Again, it will be noted that "lacks fundamentals in academics" and "lack of interest in school" are the two highest frequencies. Of interest, also, is that problems, "disobedience", "health", and "mental retardation", each appear twice in different ranks;

TABLE III-1

CHICAGO MAXI [illegible] SCHOOLS
SEPTEMBER 1973
STAFFING QUESTIONNAIRE

Teacher Rank of Problems Most Frequently Encountered												
PROBLEM	1	2	3	4	5	6	7	8	9	10	11	12
Disobedience	14	25	25	26	27	10	8	8	4	3	0	2
Health	2	1	0	4	9	12	16	23	33	19	15	3
Emotionally disturbed	7	7	19	13	20	23	20	12	18	14	7	3
Mental retardation	1	3	2	1	7	3	12	19	15	33	35	9
Disrepect for teacher and authority	10	17	28	23	16	15	17	4	9	6	8	2
Aggression towards other children	22	21	24	23	19	23	13	7	3	2	4	0
Excess absences	1	7	14	8	16	14	24	21	18	17	8	4
Habitually tardy	8	4	8	13	11	24	19	18	18	16	12	2
Lack of interest in school	22	42	17	17	15	11	9	8	5	9	2	0
Lack of fundamentals in academics	71	26	24	18	10	5	3	3	2	1	2	0
Unusually withdrawn	1	1	3	7	9	11	11	20	17	19	37	7
Others (Be specific.)	3	7	5	8	2	0	0	2	1	0	1	2

TABLE III-2

CHICAGO MAXI I SCHOOLS
SEPTEMBER 1973

Problem With Highest Frequency Within Rank			
PROBLEM	RANK	FREQUENCY	TOTAL
Lacks fundamentals in academics	1	71	172
Lack of interest in school	2	42	161
Disrespect for teacher and authority	3	28	169
Disobedience	4	26	162
Disobedience	5	27	161
Habitually tardy	6	24	151
Excess absences	7	24	152
Health	8	23	144
Health	9	33	144
Mental retardation	10	33	145
Unusually withdrawn	11	37	130
Mental retardation	12	9	34

disobedience	*rank*	4	*frequency* 26	*total* 162
		5	27	
health		8	23	137
		9	33	
mental retarda-		10	33	140
tion		12	9	

Two problems, "aggression towards other children" and "emotionally disturbed", while having among the highest number of respondents (163, 161), do not appear on Table III-2 as they do not have the highest frequency in any rank.

In Table III-3 the highest frequency in each problem category and its rank are illustrated. The third highest frequency, "unusually withdrawn" is in the next to the lowest rank, 11. The two concerns, "lack of fundamentals in academics" and "lack of interest in school", continue to be in prominence. Chapters VI, VII, and IX contain further discussions regarding these problems.

There were 31 responses to problem "other" which had a frequency of 8 and rank of 4. Some of the responses to this were;

home environment
playground safety
inability to follow directions
unaware of teacher's role

It should be noted that not every teacher ranked

TABLE III-3

CHICAGO MAXI I SCHOOLS
SEPTEMBER 1973

Rank of Highest Frequency Within Category			
PROBLEM	TOTAL	FREQUENCY	RANK
Disobedience	162	27	5
Health	137	33	9
Emotionally disturbed	163	23	6
Mental retardation	140	35	11
Disrespect for teacher and authority	155	28	3
Aggression towards other children	161	24	3
Excess absences	152	24	7
Habitually tardy	153	24	6
Lack of interest in school	157	42	2
Lacks fundamentals in academics	165	71	1
Unusually withdrawn	143	37	11
Others (Be specific.)	31	8	4

each problem. This is because of the various positions staff members have with groups of pupils i.e. counselor, librarian, freed assistant principal, special service.

In Table III-4 three groups of statistics are prepared for each problem. The number of times each problem received a rank of 1,2,3, or 4, Group I placement was indicated; rank of 5,6,7, or 8, Group II, and with the last ones, rank of 9,10,11,12, Group III.

There were 663 responses in Group I. In rank order of percentages (rounded to the nearest whole) the problems selected as those with the highest classroom frequency are;

lacks fundamentals in academics	21%
disobedience	15
lack of interest in school	15
aggression towards other children	14.

Group II, the more neutral area, had a total of 609 responses. The problems with the highest frequency are;

emotionally disturbed	12%
excess absences	12
habitually tardy	12
aggression towards other children	10.

The spread of emphasis in this grouping can readily be seen; however, a considerable degree of similarity remains among the schools.

TABLE III-4

CHICAGO MAXI I SCHOOLS
SEPTEMBER 1973

PROBLEM	Percentages of Responses for Each Problem Ranking in Three Groups GROUP I	GROUP II	GROUP III
Disobedience	15	9	2
Health	1	10	16
Emotionally disturbed	7	12	9
Mental retardation	1	7	21
Disrespect for teacher and authority	11	9	6
Aggression towards other children	14	10	2
Excess absences	5	12	11
Habitually tardy	5	9	11
Lack of interest in school	15	7	4
Lacks fundamentals in academics	21	3	1
Unusually withdrawn	2	8	18
Others (Be specific.)	3	1	1

Group III with 447 responses selected the following as the highest frequency of problems encountered in the classroom;

mental retardation	*21%*
unusually withdrawn	*18*
health	*16.*

The Group III rankings reveal again that the teachers of the Maxi I schools are very similar in their concerns with problems most frequently encountered in the classroom. All schools listed "mental retardation" and "unusually withdrawn" among the top three problems in this grouping.

Table III-5 gives the summary of the above findings for the Maxi I schools as a whole and by individual schools for the three highest frequency problems in each Group. Problems, "disobedience", "disrespect for teacher and authority", and "aggression towards other children" appear both in Group I and Group II. "Health", "habitually tardy", and "unusually withdrawn", rank in both Group II and Group III. It is very interesting to see the great similarity of teacher choice among the five schools.

The second part of the "Questionnaire" asks that

TABLE III-5

CHICAGO MAXI I SCHOOLS
SEPTEMBER 1973

Summary of the Three Highest Frequencies of Problems Encountered in the Classroom

PROBLEM	ALL	5	6	7	8	9
GROUP I						
Lack of fundamentals in academics	I	II	I	II	I	I
Disobedience	II	III	III	I		
Lack of interest in school	III				II	II
Aggression towards other children			II	III	III	III
Disrespect for teacher and authority		I				
GROUP II						
Emotionally disturbed	I	III		I		I
Excess absences	I		I	III	III	II
Habitually tardy	II		I		II	III
Aggression towards other children	III	II			I	
Health		I		II		
Unusually withdrawn			II			
Disrespect for teacher and authority			III			
Disobedience					II	
GROUP III						
Mental retardation	I	I	I	III	I	III
Unusually withdrawn	II	III	III	I	II	II
Health	III		II		III	I
Habitually tardy		II		II		

the teachers rank the three most difficult problems to handle in the classroom. Selections are to be made from the problems, listed below, which were ranked in part one of the "Questionnaire" as the problems most frequently encountered in the classroom.

disobedience
health
emotionally disturbed
mental retardation
disrespect for teacher and authority
aggression towards other children
excess absences
habitually tardy
lack of interest in school
lacks fundamentals in academics
unusually withdrawn
other (Be specific.)

There were 465 responses to the rankings of these problems. Table III-6 gives the total responses to each problem in each rank. "Emotionally disturbed" received 17% of the total responses; "lacks fundamentals in academics", 13%, and, "aggression towards other children", 12%. These three problems also ranked in the same order under choice I. In the second rank the same problems, "emotionally disturbed" and "lacks fundamentals in academics" maintained first and second positions. "Lack of interest in school" was third. "Aggression towards other children" appeared in the third

TABLE III-6

CHICAGO MAXI I SCHOOLS
SEPTEMBER 1973

Problems Considered Most Difficult to Handle in Classroom				
PROBLEM	I	II	III	TOTALS
Disobedience	19	15	9	43
Health	5	9	4	18
Emotionally disturbed	29	29	19	77
Mental retardation	11	10	16	37
Disrespect for teacher and authority	17	15	14	46
Aggression towards other children	19	14	24	57
Excess absences	1	8	10	19
Habitually tardy	4	3	7	14
Lack of interest in school	17	18	15	50
Lacks fundamentals in academics	26	19	16	61
Unusually withdrawn	4	7	8	19
Other (Be specific.)	11	5	8	24

rank group as the first choice; "emotionally disturbed" was second, and, bi-modally, "mental retardation" and "lacks fundamentals in academics" were third preferences. Following are the three ranks of problems most difficult to handle in the classroom according to the frequency of teacher responses:

Rank I	
emotionally disturbed	29
lacks fundamentals in academics	26
disobedience	19
aggression towards other children	19
disrespect for teacher and authority	17
lack of interest in school	17
mental retardation	11
others (Be specific.)	11
health	5
unusually withdrawn	4
habitually tardy	4
excess absences	1
Rank II	
emotionally disturbed	29
lacks fundamentals in academics	19
lack of interest in school	18
disobedience	15
disrespect for teacher and authority	15
aggression towards other children	14
mental retardation	10
health	9
excess absences	8
unusually withdrawn	7
others (Be specific.)	5
habitually tardy	3
Rank III	
aggression towards other children	24
emotionally disturbed	19
lacks fundamentals in academics	16
mental retardation	16
lack of interest in school	15
disrespect for teacher and authority	14

excess absences	10
disobedience	9
unsually withdrawn	8
other (Be specific.)	8
habitually tardy	7
health	4.

Rank I had responses from 163 teachers. It is interesting to notice the sets of quadramodal problems and the corresponding percentages of Rank I choices:

disobedience	12%
aggression towards other children	12
disrespect for teacher and authority	10
lack of interest in school	10
mental retardation	7
other (Be specific.)	7
unusually withdrawn	2
habitually tardy	2.

In Rank II which had 152 respondents "disobedience" and "disrespect for teacher and authority" each were chosen by 10% of the responding teachers.

Rank three of problems most difficult to handle in the classroom had 150 respondents. Eleven percent of the respondents ranked "lacks fundamentals in academics" and "mental retardation" as third. "Unusually withdrawn" and "other (Be specific.)" each was selected by five percent of the total respondents.

Another interesting point is that the problems

listed under "other (Be specific.)" in part one, "Problems Most Frequently Encountered in the Classroom", and in part two, "Problems Most Difficult to Handle in the Classroom", are the same;

unstable home
poor environment
won't listen
indifferent parent
incomplete work.

When comparing the total responses for "Problems Most Frequently Encountered in the Classroom" and "Problems Most Difficult to Handle in the Classroom" it is interesting to observe how closely they rank. Table III-7 gives the rankings of the frequencies of each problem. "Unusually withdrawn" is the only problem with an identical rank. "Emotionally disturbed" and "lacks fundamentals in academics" interchanged positions one and two. Among the first four ranks "emotionally disturbed", "aggression towards other children", and "lacks fundamentals in academics" appear in both groups. Chapters IV, VI, and VII discuss these problems further.

Results of these findings were distributed by the Task Force practitioners to their staffs. Each practitioner discussed the results with the teachers as

TABLE III-7

CHICAGO MAXI I SCHOOLS
SEPTEMBER 1973

Staffing Questionnaire
Rank Comparison of Parts One and Two

PROBLEM	PART ONE Problems Most Frequently Encountered in the Classroom	PART TWO Problems Most Difficult to Handle in the Classroom
Disobedience	3	6
Health	11	12
Emotionally disturbed	2	1
Mental retardation	10	7
Disrespect for teacher and authority	6	5
Aggression towards other children	4	3
Excess absences	8	10
Habitually tardy	7	11
Lack of interest in school	5	4
Lacks fundamentals in academics	1	2
Unusually withdrawn	9	9
Other (Be specific.)	12	8

part of his local in-service.

All of this information was part of the Maxi I Task Force meetings agenda, too. It was and is felt this sharing helped set the tone for some of the "esprit-de-corps" which has developed among staff.[3]

[3] See Chapters 8 and 9.

CHAPTER IV

$$\frac{\text{PROBLEMS + REFERRAL FORM}}{\text{STAFFING COMMITTEES}} \text{ (SCHEDULING) = RECOMMENDATIONS}$$

As the formula suggests, this chapter deals with:

1. the types of problems referred for staffing,
2. the referral form used (See Appendix B),
3. the types of staffing committees created,
4. how the staffing meetings were scheduled, and
5. the types of recommendations made by the committees.

The information on the types of problems and types of recommendations was compiled from the "Response Sheet for Administrators" (See Appendix E) which in turn was compiled from the "Staffing Referral Forms" submitted to each principal. In this study teachers in 5 schools referred 175 pupils with a total of 407 problems. From this statement some facts became apparent such as:

1. Not all teachers referred problems.
2. Some teachers referred more than one case.
3. Some pupils were referred for multiple problems.

The staffing committees information was obtained by interviewing each principal regarding his specific situation.

Problems

In order to study the types of problems referred, the actual problems were categorized using the same twelve problems presented in the "Staffing Questionnaire" at the beginning of the school year. (See Appendix A) Table IV-1 lists the problems referred by teachers at all five schools for each of the three experience categories: zero to two years of experience, three to five and six or more years. In the zero to two year teacher experience category, 16 pupils were referred because of "aggression towards other children". This represents 23% of the 70 problems referred by teachers in this category. Teachers in the three to five year experience category made their highest number of referrals "lack of interest in school". They listed 13 of these problems which represents 22% of the 60 problems referred by this group. Teachers with six or more years of experience indicated their most frequent problem as "lacks fundamentals in academics". Their 48 referrals counted as 17% of the 277 problems for which they sought help.

For the total group of referring teachers "aggression towards other children" was the most frequent problem with "lacks fundamentals in academics" a close second. Their

TABLE IV-1

Totals for All Five Schools Regarding the Types of Problems Referred for staffing

Problems	Years of teaching experience			
	0-2	3-5	6	total
1. disobedience	6	6	40	52
2. health	2	2	13	17
3. emotionally disturbed	1	-1	15	17
4. mental retardation	4	-1	7	12
5. disrespect for teacher & authority	6	7	34	47
6. aggression towards other children	+16	10	45	+71
7. excess absences	4	5	9	18
8. habitually tardy	4	-1	-6	11
9. lack of interest in school	8	+13	34	55
10. lacks fundamentals in academics	10	11	+48	69
11. unusually withdrawn	-0	-1	9	-10
12. other (be specific)	9	2	17	28
Totals	70	60	277	407

- indicates least frequent + indicates most frequent

tallies were 71 and 69 respectively of the total 407 referred problems. Each was 17% but together these problems accounted for 34% of the referrals. The least frequent problem referred was the "unusually withdrawn". There were only ten referrals or 2% of the 407 referrals that were made. Overall these findings are consistent with the findings of the "Staffing Questionnaire".

Referral Form

The "Referral Form" in current use in the five schools evolved from a necessity to help staff members clearly recognize, identify, and define the special problems of children in need of help. It was a two page form designed and redesigned by the practitioners. (See Appendix B) The intent was to keep the form simple to complete, practical, specific, and easy to read. The first page was to include basic information regarding the student, a check list of steps taken (which would also serve to remind the referring teacher of action to take), and space for the referring teacher to describe the problem. The second page was directed to the Staffing Committee and required the names of the members, the chairman, their recommendations, a date set for follow-up and two spaces for additional

follow-up results, dates, and chairman's signatures.

On the whole, all five of the practitioner-administrators were quite satisfied with the design of the Referral Form. In order to elicit teacher feedback regarding the form, an item was included in the "Evaluation of Pupil Staffing Activities". (See Appendix E) Item number 12 was "In what ways can the referral form be improved to better serve the teacher making the referral, the staffing committee and/or the pupil? Make your suggestions directly on the two page referral form attached to this evaluation".

From the few and minor responses to this item, we concluded that the referral form adequately served its purpose.

Staffing Committees

The types of staffing committees for all five schools were basically very similar. Some of the similarities arose naturally from the practitioners' common need for help in dealing with individual problems. Other likenesses were perhaps furthered by the many task force planning meetings and discussions of staff potential and utilization. There were, however, minor variations due to administrative

style and organizational structure. At two schools the staffing committees were set up on a grade level basis. At school eight, each committee selected its chairperson. At school nine, the chairperson and secretary were appointed by the principal for each grade level. At both schools auxiliary personnel were invited to attend when needed.

At school six, the departmental teachers comprised one staffing committee with the assistant principal and adjustment teacher alternating chairmanships. The departmental teachers were selected because they all had some contact with the referred student. In the middle grades the area chairman was selected to chair the committee. The kindergarten and headstart teachers comprised another committee with a teacher selected as its head. The fourth committee was comprised of the "branch teachers" (teachers apart from the main building: an annex) who met as a whole group with a teacher as chairman. Again, auxiliary personnel and the principal were "on call".

At schools five and seven, the staffing committees differed from six, eight, and nine in that the former were ad hoc committees comprised of the referring teacher and a teacher of the previous grade. In school five, a teacher at the same grade level but not involved with the child

was also selected by the principal while the principal of school seven selected a teacher from the grade level above. As with the other schools' committees, appropriate auxiliary staff and special teachers attended on request.

Scheduling

What would appear to be a simple task became one of the most crucial factors in the staffing project. Scheduling was the key to success because if the committees could not find time to meet, cooperation and collective action were next to impossible. The fact that elementary teachers have very little preparation time and rarely are able to coordinate their preparation periods during the regular day for committee meetings added to the difficulty of the situation. This fact meant most meetings were held:

1. at lunch time,
2. during a 15 to 30 minute recess period,
3. from 8:30 to 9:00 AM (which was limited by the Board-Union Contract Agreement that provides that three of those morning preparation periods be self-directed) or
4. during and as a part of inservice and staff development meetings which consisted of two 40 minute periods per month and five afternoons per year.

The place for the holding of meetings was usually a classroom designated by the chairperson although, offices, lounges, lunchrooms, and auditorium were also used. In some staffings involving District personnel, principals found it necessary to relieve the referring teacher in order to facilitate the conference.

Despite the lack of time available, the staffing committees managed to meet more often than the regular monthly meeting required by one school. Still, one has to wonder just what might have been accomplished if more time had been provided.

Recommendations

In an effort to analyze the types of recommendations made by the various staffing committees at the five schools, 15 categories were selected for the 369 recommendations made to the 131 teachers regarding 175 students. (See Table IV-2) This table employs the same teacher experience categories as Table IV-1. In general, the recommendations for referrals made to the teachers of the different experience groups did not vary greatly. For those staffings of referring teachers in the zero to two years of experience a quadramodal pattern appeared. Eight recommendations were to "request a psycho-

TABLE IV-2

Types of Recommendations for Problems Referred and Staffed at All Five Schools

	Referring Teachers			
Recommendations	0-2	3-5	6 or more	total
1. parent solve	1	3	17	21
2. administration solve	4	2	15	21
3. request for psychological	+8	9	32	49
4. ERA	2	-0	5	7
5. social adjustment	2	-0	4	5
6. refer to court for parental school	-0	-0	-0	-0
7. refer to court: prosecute parent	-0	-0	-0	-0
8. nurse	5	3	23	31
9. social worker	6	8	23	37
10. change in classroom	+8	3	22	33
11. transfer to another school	5	4	10	19
12. discipline the child	4	3	12	19
13. teacher solve	+8	+12	+48	+68
14. attendance officer	1	3	6	10
15. other (specify)	+8	10	31	49
TOTALS	61	60	248	369

- indicates least frequent +indicates most frequent

logical", eight for "change in classroom", eight for "teacher solve" and eight had other recommendations. Each of the eight recommendations represented 13% of the 61 recommendations for that experience group but collectively those most frequent recommendations comprised 52% of the list. The most frequent recommendation of the three to five year experience group was "teacher solve" which had 12 tallies of the total 60 or 20%. Likewise, the most frequent recommendation in the six or more year experience group was "teacher solve" a tally of 48 recommendations which was 19% of the 248 for this group.

For the total group of 369, the most frequent recommendation was that the "teacher solve". The tally of 68 represented 18% of the total recommendations. Perhaps, the consistent recommendation that the "teacher solve" for all the groups is a sign of growing confidence and an indication of a willingness to accept the challenge of problem solving.

It is also interesting to note that, despite the lip service as to how some children should be placed in parental school or that parents should be taken to court for neglect or failure to affect the behavior of their

children, not one of the 369 recommendations made in writing were to take legal action. Could it be that the staffings are affecting professionalism?

CHAPTER V

RESOURCES

Definition and Procedures

Resources are defined as any person, program or agency that can be involved in any phase of the staffing procedure.

In the initial phase of the project each administrator participant was asked to list available resources in three categories: local, district and outside agencies. These resources are listed in Table I-4. At the conclusion of the project the participants were again asked to list resources in the same categories. In addition they were asked to describe how each resource was helpful in attaining the goals of the staffing project, the problems encountered in utilizing the resources effectively and suggestions for overcoming these problems. The results are summarized for each category.

Local Resources

Each administrator participant listed the classroom teacher as the most important local resource. The contributions of the classroom teacher included the following:

1. new teachers supplied theory or research on classroom management

2. experienced teachers supplied suggestions from a practical point of view

3. child's teacher from previous year shared with referring teacher information about family background and effective ways of working with the child

4. teacher at same grade level who served as committee chairperson was helpful in offering suggestions to inexperienced referring teacher

5. grade level teacher chairpersons served as conveners and coordinators of staffing meetings; they also made arrangements to bring resource persons to meetings.

The classroom teachers were among the most important resources of the staffing project. As reported in Chapter IX, 62 percent of the respondents felt more at ease about approaching other staff members for suggestions or help in dealing with problems. Since most of the staffing committees included a majority of classroom teachers as members, it seems apparent that teachers helped each other. Approximately 68 percent of the respondents indicated that they were more aware of the aid available from full-time members of the staff. This sharing of information is especially important in considering the implementation of the recommendation made most frequently as reported in Chapter VII. That recommendation was "teacher solve".

Other staff members who contributed to the staffings included the following:

1. teacher librarian: made reading lists; helped to locate books of interest to referring teacher and to child referred

2. physical education teacher: worked to develop child's acceptance by his peers; in one school teacher organized a remedial gym class

3. moderate learning disabilities teacher: suggested techniques the classroom teacher could use in working with children with learning problems

4. bilingual staff: suggested learning activities classroom teacher could use to reinforce lessons in language development; provided background information on culture of bilingual child

5. adjustment teacher: counseled, tested children; arranged for conferences, provided expertise in guidance; shared information from Child Study Report (psychological examination) with referring teacher

6. Intensive Reading Instructional Program teacher: tested children for correct placement; provided tutoring service; wrote learning prescriptions for classroom teachers

7. master teacher: assisted teachers with planning; obtained teaching materials to help classroom teachers implement recommendations; helped in regrouping and special programming

8. ERA (Early Remediation Approach) resource teacher: arranged for students recommended for program to be in class when the need was greatest; resource room was opened in one school on the basis of staffing referrals

9. principal and assistant principal: served as resource persons and arranged meetings with resource personnel from outside the building; worked with children, teachers and parents to implement the recommendations

10. School Community Representatives; made home visits, telephone calls; contributed background information at staffings; encouraged parents to follow recommendations.

The staffings provided an opportunity for the auxiliary staff to pool information with the classroom teacher. An additional benefit was the development of understanding of each person's role in the educational program. Although no school had all of the auxiliary staff listed, each school used its available personnel on an on-call basis or as assigned to the original staffing committee when appropriate. The biggest problems encountered were lack of time and difficulty in scheduling the conferences. At times the recommendation of the committee included seeking the help of resources from the district level.

District Resources

District personnel were available to the schools on an on-call basis or by being scheduled on a limited basis each week.

District resources that proved especially helpful included the following:

1. teacher nurse: made home visits, arranged conferences with parents and pupils; contributed health information and family information at

staffings; made contacts for health services

2. social worker: made home visits, set up teacher-pupil-parent conferences; provided leadership for district personnel to function as a team; provided teacher inservice; maintained contacts with outside agencies and kept communication open

3. school psychologist: attended parent-teacher meetings and participated in conferences; administered psychological tests, made recommendations, reported and interpreted results; participated in staff inservice meetings

4. speech therapist: served as a resource person and evaluated speech referrals

5. attendance officer: made home visits; set up teacher-pupil-parent conferences; checked attendance problems

6. Human Relations Coordinator: provided teacher inservice; sat in on some small group conferences

7. Moderate Learning Disabilities Supervisor and Educably Mentally Handicapped Supervisor: helpful to principal and staff during staffings of children in Special Education.

The practitioners reported that the teacher nurse, the psychologist and the social worker were the most helpful in serving as resources for the staffings. Their particular fields of expertise and their special knowledge of the child and his family made their services valuable.

The following problems were encountered in utilizing services at the district level:

1. lack of services for schools with many unmet needs

2. difficulty of scheduling District personnel for staffing conferences; this is a particular problem when attempts are made to schedule several District personnel, ie. the nurse, psychologist and social worker for the same conference

3. shortage of psychological services, especially for children who speak a language other than English; shortage of clerical help to get reports typed quickly

4. shortage of social workers

5. lack of provision for special education placement of older students

6. need for additional Educational Vocational Guidance Centers to serve older students.

The recommendations made included having a District coordinator for special education and hiring additional staff to serve the needs of the students.

Despite the scheduling problems and the inadequate staff 56 percent of the respondents gave a positive answer to the question about being more aware of the system wide staff as a result of participating in the staffing project.

Community Resources

The schools reported using a wide variety of community agencies in implementing the staffing project. Most schools did not have representatives from the

agencies participate in the original staffings. Principals made personal contacts with agency personnel to obtain services. The social worker was often helpful in suggesting agencies or in setting up programs. A list of the agencies and a brief description of their various activities follows.

Young Men's Jewish Council: provided social worker to work in school 1½ days per week; conducted meetings with parents and teachers; provided a camping experience for 12 children involved in project

Young Men's Christian Association: provided counseling services for truant pupils

Jackson Park Hospital: provided family counseling service and inservice meetings with teachers; also counseled children referred through staffing

Salvation Army: social worker joined with District social worker to form a small group weekly counseling session; participating pupils were among those referred for counseling

Illinois Department of Mental Health-Read Zone Center: psychologist met with groups of parents one afternoon per week; group sessions with older students two afternoons per week in building; social worker visited homes and offered assistance to parents; all day program provided for five children at Read as result of staffing

Illinois Masonic Hospital, London Hospital, Children's Memorial Hospital: provided general clinical services for physical and mental health; psychological and psychiatric testing; family counseling

Centro Latino: helped in counseling Spanish speaking families and in making referrals

Boys Club: provided tutorial, guidance and medical services; also made family visits

Infant Welfare: provided health service

City College: a staff member worked in the school six hours a week to help parents learn English.

The practitioners reported that one of the most difficult problems encountered in working with outside agencies involved communication. It was especially important that the classroom teacher be kept informed. District personnel involved with the child also had to be kept apprised of the child's progress with the agency. Keeping the channels of communication open became one of the major responsibilities of the practitioners.

Other difficulties encountered included the inability of an agency to fulfill its promises because of inadequate funding or appropriate staff. Some agencies limited their services to children of a particular age or type of problem. At times this may have prevented a child in desperate need of help from getting service from the agency. Parents were at times unwilling to continue services after they had been obtained for the child. This prevented the child from receiving full benefits from the program and the services received may not have been sufficient to have a positive effect on his behavior. Perhaps

the problem of communication and lack of follow-through by the agencies contributed to the lowest positive response related to awareness of resources. Only 41 percent indicated an increased awareness of resources beyond the school system. This question had 28 percent negative responses to the same question.

Conclusion

One significant result of the Staff Development Project seems to be related to the increased awareness of the resources available from the full time and part time staff members of each school. Their recommendations, presented from the viewpoint of the classroom teacher, provided the teacher with the most direct assistance in working with children in the classroom setting.

Although resources at the district level, especially the teacher-nurse, psychologist and social worker, provided information regarding family background, assistance in dealing with health, emotional and learning problems and family services, it remained for the teacher to utilize this information effectively. The teacher also continued to have the major responsibility for working with the child.

Classroom teachers became more aware of other resources available in the district in terms of special education, but also learned that in many cases the services were inadequate, especially for the older child. Psychological services were limited, especially for the non-English speaking child.

Because of pressures of time and scheduling, many teachers did not have direct contact with outside agencies. Most initial contacts were made by the principal, sometimes with the help of the social worker, nurse or psychologist. Since agencies did most of the work with the child outside the classroom the teacher did not have the opportunity to observe and develop the techniques that might help her to work more effectively with the child. A free flow of information between the worker from the agency and the teacher was essential if each was to understand what the other was attempting to do and how the child was reacting in the different situations.

The staffing project provided the teacher with an opportunity to draw from available resources in trying to help the child. It is interesting to note that the recommendation most frequently made, "teacher solve", involved the classroom teacher directly. The third

most frequent recommendation, "change in classroom", reflected the staff's awareness that most children's problems must be dealt with in the school.

Teachers have discovered in each other expertise, sensitivity and knowledge about working with children with problems. They indicated a growing awareness that the solutions to problems were often not to be given by experts from outside the school but were to be developed by teachers working together to help the child.

CHAPTER VI

IMPLEMENTATION OF RECOMMENDATIONS

The following analysis of the implementation of the staffing meetings is based upon response items contained in the response sheets for teachers[1] and response items contained in the response sheet for administrators.[2]

Numerical responses (5 being a strong "yes"; 1 being a strong "no"; 4,3,2, being intermediate responses; 3 being "neutral") were given by the teachers to the following questions:

To what extent were the recommendations implemented?

5 4 3 2 1

Numerical responses to the following question were given by each administrator for each of the cases handled in his school by staffing meetings:

---

[1]See Appendix A and Chapter IX.

[2]See Appendix E and Chapter VIII.

Extent to which administrator is thus far satisfied with implementation

5	4	3	2	1
very satisfied				not satisfied

In addition, each administrator, for each of these cases handled in his school by staffing meetings, categorized the type of problem (or types of problems) which motivated the referral and also categorized the type of recommendation (or types of recommendations) which the staffing committee made.

The types of problems[3] used were:

1. disobedience
2. health
3. emotionally disturbed
4. mental retardation
5. disrespect for teacher and authority
6. aggression towards other children
7. excess absences
8. habitually tardy
9. lack of interest in school
10. lacks fundamentals in academics
11. unusually withdrawn
12. other

The types of recommendations[4] used were:

---

[3] See Chapter III, QUESTIONNAIRE: FREQUENCY AND DIFFICULTY OF PROBLEMS PERCEIVED BY TEACHERS.

[4] See Chapter IV.

1. parent solve
2. administration solve
3. request for psychological
4. ERA (Early Remediation Approach: special social adjustment placement
5. social adjustment (regular)
6. refer to court for parental school
7. refer to court: prosecute parents
8. nurse
9. social worker
10. change in classroom
11. transfer to another school
12. discipline the child
13. teacher solve
14. attendance officer
15. other

The use which has been made of these responses of teachers and administrators is as follows:

1. The overall tallies of the numerical responses of the teachers and administrators were analyzed.
2. The opinions of teachers[1] and administrators were then compared regarding the degree of implementation as related to the kind of problem that was attempted to be solved.
   a. In how many cases of each type of problem did teachers feel that the effect was more positive? In how many cases did administrators? In how many cases did administrators and teachers agree on the degree of positive effect?

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[1]A small minority of teachers submitted more than one case. For these few responses since the teacher response sheet was an average response, the following steps were taken to adjust these average ratings, using the variation indicated by the administrator's responses:
a. For the multiple cases submitted by a single teacher, the administrator's responses for each of the cases were averaged.
b. For each of these cases, the administrator's variation from the average (plus or minus points from average) was used to adjust the teacher's average.
c. If a teacher already had 5, nothing could be added.
d. If a teacher already had 1, nothing could be subtracted.

b. For the type of problem that had the highest agreement of teachers and administrators regarding above average positive effects of staffings, an analysis was made of the total responses according to schools.

c. For the type of problem that had the highest agreement of teachers and administrators regarding below average effects of staffings an analysis was made of the total responses according to schools.

3. The same procedure as in number 2 above was followed relating degree of implementation to the type of recommendation.

4. Conclusions were drawn regarding the extent of implementation as perceived by teachers and as perceived by administrators, and regarding the kinds of problems and kinds of recommendations which seemed to have high degree of implementation.

1. Analysis of Tallies of Overall Numerical Responses of Teachers and Administrators

The teachers and administrators gave numerical responses to indicate the degree of their satisfaction with the implementation of the recommendations of the staffing committees. The administrators responded to 172 cases which were referred; 147 teachers responded. Some of the teachers had referred more than one case; each of these teachers that had referred more than one case gave merely an average response covering all of the cases which the teacher had submitted. The present analysis may best be thought of as an analysis of average opinions of teachers and administrators. A

response of 5 indicated a high degree of satisfaction with implementation; a response of 3, a neutral degree; a response of 1, strong dissatisfaction.

On the overall cases, 53% of the teachers indicated an above-neutral degree of satisfaction; 50% above-neutral satisfaction was indicated by administrators. More teachers (315) were neutral than the percentage of neutrality (25%) indicated by the administrators. Fewer teachers (16%) were dissatisfied than the percentage of dissatisfaction indicated by the administrators (24%).

Separating the teachers according to year of experience, the highest percentage (55%) of satisfaction was evidenced by teachers with six years or more of experience (administrators were satisfied with 79% of these cases submitted by teachers with six or more years of experience); the next highest percentage (54%) was perceived by the teachers with three to five years of teaching experience (the administrators were satisfied with 71% of these cases); lastly, 46% of the teachers with 0-2 years were satisfied (the administrators were satisfied with 41% of these cases). With the same trend, dissatisfaction with implementation was greatest (36%) by teachers with 0-2 years of experience (with 28% of

this group by administrators). Dissatisfaction was less with teachers with more experience: 9% of teachers with 3-5 years (21% by administrators) and 13% by teachers with more than six years (23% by administrators).

A trend by schools is also to be noted:

a. School 5 which has only 4 responding teachers with less than 6 years of experience has the highest degree of satisfaction by the teachers (74%) and the administrator (70%).

b. School 8 which has the highest number of teachers with less than 6 years of experience has the lowest degree of satisfaction by teachers and the third lowest degree of satisfaction by the administrator.

c. School 9 which has the highest number of referrals has the second highest degree of teacher satisfaction (67%) and the second highest degree of administrator satisfaction (69%). This school had 44% of its responses from the teachers with 6 or more years of experience; school 5 mentioned in "a." above had 84% of its responses from teachers with 6 years or more experience.

TABLE VI-1

To what extent were the recommendations implemented (question #4 on teacher response sheet)? Teacher responses are given in percentages of group (either total group of teachers of a single school, or of a particular years-of-experience group, or grand total group of teachers of all give schools).

	schools[1]		strong yes 5	4	neutral 3	2	strong no 1
teachers with 0-2 years	#5	(1)			100		
	#6	(9)	22	56		22	
	#7						
	#8	(14)		22	22	42	14
	#9	(4)	50	25	25		
	Total	(28)	14	32	18	29	7
teachers with 3-5 years	#5	(3)		100			
	#6	(4)	50	25	25		
	#7	(5)	20	40	40		
	#8	(14)	7		72	14	7
	#9	(16)	25	56	13	6	
	Total	(42)	19	35	37	7	2
teachers with 6 or more years	#5	(22)	32	45	14	9	
	#6	(15)	27	27	27	6	13
	#7	(11)	9	46	27	9	9
	#8	(14)	14	14	50		22
	#9	(16)	50		50		
	Total	(78)	28	27	32	5	8
Grand total group of teachers	#5	(27)	26	48	19	7	
	#6	(26)	23	38	19	12	8
	#7	(16)	13	44	31	6	6
	#8	(42)	7	12	48	19	14
	#9	(36)	39	28	31	2	
	Total	(147)	23	30	31	10	6

[1]Size of group population is given in parenthesis.

TABLE VI-2

Extent to Which Administrator Is Thus Far Satisfied with Implementation (#3 on administrator's response sheet for teacher referrals)

	schools[1]		very satis-fied 5	4	3	2	not satis-fied 1
referrals	#5	(1)		100			
from	#6	(9)		22	11	33	34
teachers	#7	(2)			100		
with 0-2	#8	(11)	36	9	46	9	
years	#9	(9)	11	45	22	11	11
	Total	(32)	16	25	31	16	12
referrals	#5	(5)	40		20	40	
from	#6	(2)		100			
teachers	#7	(3)		33	67		
with 3-5	#8	(6)		17	66	17	
years	#9	(13)	8	38	31	33	
	Total	(29)	10	31	38	21	
referrals	#5	(21)	33	38	14	5	10
from	#6	(13)	15	15	8	23	39
teachers	#7	(16)		25	56	19	
with 6	#8	(18)	11	6	50	33	
or more	#9	(44)	31	48	7	7	7
years	Total	(112)	22	33	22	14	9
referrals	#5	(26)	35	35	12	3	15
from	#6	(24)	8	25	8	25	34
total	#7	(21)		24	62	14	
group of	#8	(35)	17	9	52	22	
teachers	#9	(66)	24	45	14	11	6
	Total	(172)	19	31	26	15	9

[1]Number of teacher referrals is given in parenthesis.

2. Comparison of Satisfactions of Teachers and Administrators Regarding Implemention As Related to Types of Problems

A. While there was a close similarity between the total number of times that teachers were higher in their opinion (33%) and the total number of times administrators were higher (31%) and the total number of times there was agreement (35%), the percentage of times there was agreement is significant because of the fact that there were fewer cells (1,1; 2,2; 3,3; 4,4; 5,5) possible for agreement than for the other two categories (which had 10 possible cells each).[1]

Certain problems were dealt with a great many more times than others as shown in the following chart:

Problem	Number of Times Dealt with
1) lacks fundamentals in academics	60
2) aggression towards other children	54
3) lack of interest in school	51
4) disrespect for teachers and authority	40
5) disobedience	37

The two problems with the two highest number of referrals had the highest agreement between teachers and administrators (24 times). The number of cases for teachers rating higher than administrators, administrators rating higher than teachers, and administrators agreeing with teachers were quite similar.

Many response sheets had multiple problems so that the number of problems indicated is

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[1] the cells of the first quadrant of Cartesian coordinates were used in plotting the administrator and teacher ratings for each case. The administrator ratings (1 to 5) were along the abscissa and the teacher ratings (1 to 5) were along the ordinate.

greater than the number of response sheets. In terms of the actual number of response sheets, the number of problems (submitted by teachers of 3-5 years experience) for which the teachers with 3-5 years of experience expressed greater satisfaction with implementation than administrators was 119% of the number of response sheets. Using the same comparison (number of problems as a percent of the number of response sheets), administrators expressed highest satisfaction (82%) with problems submitted by teachers with more than 6 years experience and only 42% with 3-5. At the same time there were many more problems submitted by teachers with more than 6 years of experience who designated higher satisfaction (73 problems) than the 3-5 teachers (31 problems). Yet, in these cases for the teachers with more than 6 years experience, the administrator was better satisfied (82%) than the teachers (71%), using the same comparison (number of problems as a percent of number of response sheets).

TABLE VI-3

Comparison of Satisfactions of Teachers and Administrators Regarding Implementation as Related to Types of Problems

	Number of Problems with Higher Positive Teacher Responses				Number of Problems with Higher Positive Administrator Response				Number of Problems with Agreement				
Problems[1]	0-2	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T	Grand Total
1	1	3	7	11	1	1	8	10	3		13	16	37
2	1	2	3	6	1	1	6	8			3	3	17
3		2	3	5			3	3			4	4	12
4	1	2	2	5			1	1			3	3	9
5	2	3	11	16		1	8	9	4	1	10	15	40
6	1	3	8	12	1	1	16	18	6	2	16	24	54
7		3	2	5	1	1	4	6	2	1	2	5	16
8	1	1	5	7			1	1	3			3	11
9	2	7	8	17		2	15	17	4	3	10	17	51
10	3	5	13	21	1	2	12	15	2	4	18	24	60
11			2	2		1	2	3			4	4	9
12	3		9	12	2	1	8	11		2	5	7	30
Total Number	15	31	73	119	7	11	84	112	24	13	88	125	356
Refrls.	28	26	103										
% of Refrls.	54	119	71	75	25	42	82	71	85	50	85	79	
Problems % of				33				31				35	

[1]Problems are described in Chapter III.

b. Type of Problem Having Highest Satisfaction by Both Teachers and Administrators (ratings above 3 by both teachers and administrators)

The problem having the highest degree of satisfaction for implementation was "lacks fundamentals in academics" (21 cases) and the next highest was "disobedience" (18 cases). In the case of this problem, "lacks fundamentals in academics", the total responses of higher rating by teachers (26) was higher than the total responses by higher rating by administrators (15); these total responses include the responses in which the ratings of teacher and/or administrator were not above 3. Two of the schools (labeled x and z)[1] had significantly higher numbers of teachers better satisfied than administrators (school x, 10 to 5; school z, 9 to 4). School x also had a large number of cases of agreement in degree of satisfaction of teachers and administrators (13 cases).

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[1] In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

TABLE VI-4

Number of Times Implementations for Solving Problems Had Ratings above Neutral by Both Teachers and Administrators

Problem[1]	0-2[2]	3-5	6+	Total
1	3	2	13	18
2		1	4	5
3			4	4
4	1		2	3
5	2	1	10	13
6	3	2	12	17
7	1	2	3	6
8	1			1
9	2	5	6	13
10	1	4	16	21
11		1	3	4
12	1	2	8	11

TABLE VI-5

Analysis of Responses for Implementations for "Lacks Fundamentals in Academics"

School[3]	Teacher Higher				Administrator Higher				Agreement			
	0-2[2]	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T
v			1	1			3	3	1		5	6
w	2		1	3	1	1	1	3			1	1
x	1	4	5	10		1	4	5	1	4	8	13
y			3	3			3	3	1		3	4
z	3	1	5	9			4	4				
Total				26				18				24

---

[1] Problems are described in Chapter III.

[2] 0-2, 3-5, and 6+ refer to years of teaching experience.

[3] In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

c. Type of Problem Having Highest Agreement in Below-Neutral Opinion Regarding Implementation (ratings below 3 by both teachers and administrators)

The problem having the highest agreement in below-neutral opinion was "aggression towards other children" (with 6 cases). Second highest was "lack of interest in school" (with 5 cases). In the case of "aggression towards other children" fewer teachers had responses higher than administrators (13)[1] than administrators had responses higher than teachers (18); almost all in the latter category were concerning cases submitted by teachers with six years or more of experience. There were 24 cases of agreement between teachers and administrators.

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[1]The 6 cases mentioned at the beginning of this paragraph refer only to those cases in which both teacher and administrator gave a rating lower than 3; the 13 cases refer to all of the cases in which teachers gave a higher rating than administrators.

TABLE VI-6

Number of Times Implementations for Solving Problems Had Ratings Below Neutral by Both Teachers and Administrators

Problem[1]	0-2[2]	3-5	6+	Total
1			3	3
2			3	3
3			2	2
4			1	1
5	2		1	3
6	4		2	6
7	1		1	2
8	2			2
9	1		4	5
10	1		3	4
11			1	1
12	1		3	4

TABLE VI-7

Analysis of Responses for Implementations for "Aggression Towards Other Children"

School[3]	Teacher Higher				Administrator Higher				Agreement			
	0-2[2]	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T
v			3	3			4	4			3	3
w					1		5	6		1	3	4
x		1	1	2		1	3	4	2	1	4	7
y			3	3			3	3			2	2
z	2	2	1	5			1	1	4		4	8

---

[1]Problems are described in Chapter III.

[2]0-2, 3-5, and 6+ refer to years of teaching experience.

[3]In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

3. Comparison of Satisfaction of Teachers and Administrators Regarding Implementation As Related to Types of Recommendation

a. There is some similarity between the degree of agreement between the number of times teachers had higher satisfaction (33%), administrators had higher satisfaction (38%), and teachers and administrators agreed (29%); at the same time a small plurality exists for administrators.

Certain recommendations were dealt with a great many more times than others as shown in the following chart:

Recommendation	Number of Times Dealt With
1) teacher solve	56
2) request for psychological	41
3) social worker	31
4) change in classroom	29

The recommendation with the highest number of times dealt with has an almost equal number of higher teacher responses (20), higher administrator responses (19), and agreement responses (17). Yet the recommendation with the second highest number of times dealt with has a decidedly low number of agreements (4) with fairly scores for teacher higher (21) and administrator higher (16). There is a decided plurality of teachers having higher ratings (14) in contrast to administrators (6) for the third type of recommendation dealt with; 11 cases where administrators and teachers agree. For the recommendation dealt with the fourth highest number of times there was a fairly equal distribution between teacher higher (9), and administrator higher (11) and agreement (9).

Many response sheets had multiple recommendations so the number recommendations indicated is greater than the number of response sheets. Using the number of recommendations as a percent of number of referrals, a greater percent showed teacher higher (71%) than administrator

higher (63%) or agreement (57%). The administrators were better satisfied with implementation of recommendations for cases of teachers with six years or more experience (74%) in contrast to 54% for 0-2, and 30% for 3-5, yet the 0-2 teachers (86%) and 3-5 teachers (77%) were better satisfied than the six-plus teachers (66%).

TABLE VI-8

Comparison of Satisfactions of Teachers and Administrators Regarding Implementation as Related to Types of Recommendations

Recommendations[1]	Number of Problems with Higher Positive Teacher Responses				Number of Problems with Higher Positive Administrator Response				Number of Problems with Agreement				Grand Total
	0-2	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T	
1			5	5	1	1	2	4		2	8	10	19
2			3	3	3	1	5	9		2	6	8	20
3	7	3	11	21	1	1	14	16		1	3	4	41
4					2		3	5			3	3	8
5					1		2	3					3
6											1	1	1
7													
8	4	2	8	14	1		6	7	1		2	3	24
9	3	3	8	14		1	5	6	3	3	5	11	31
10	4		5	9	1		10	11		1	8	9	29
11		1	3	4	1			1	2	2	5	9	14
12		2	1	3			5	5	1		1	2	10
13	2	4	14	20	2	2	15	19	7	2	8	17	56
14		1		1	1		1	2	1	1	2	4	7
15	4	4	10	18	1	2	11	14	2	2	6	10	42
Total	24	20	68	112	15	8	77	100	17	16	58	91	303
Number refrls	28	26	103										
% of Refrls	86	77	66	71	54	30	74	63	61	62	56	57	
% of Recmnds				33				38				29	

[1]Recommendations are listed at the beginning of this chapter.

b. Type of Recommendation having Highest Satisfaction by Both Teachers and Administrators (ratings above 3 by both teachers and administrators)

The recommendation having the highest degree of satisfaction for implementation was "teacher solve" (23 cases). The next highest was "change in classroom" (12 cases). In the case of "teacher solve", there was a fairly equal distribution between teacher higher (19 cases), administrator higher (17 cases) and agreement (17 cases). It is interesting that the administrator of school x[1] was largely responsible for bringing up the "administrator higher" total (with 10 cases from school x) and the "agreement higher" (with 9 cases from school x).

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[1] In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

TABLE VI-9

Number of Times Implementations of Recommendations Had Ratings above Neutral by Both Teachers and Administrators

Recommendations[1]	0-2[2]	3-5	6+	Total
1		1	5	6
2	1	1	4	6
3	1	1	9	11
4			2	2
5			1	1
6		1	7	8
7				
8				
9	1	3	7	11
10	2		10	12
11		2	5	7
12	1	1	1	3
13	5	3	15	23
14	1	1	2	4
15		1	8	9

TABLE VI-10

Analysis of Responses for Implementations for "Teacher Solve"

School[3]	Teacher Higher				Administrator Higher				Agreement			
	0-2[2]	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T
v			3	3			1	1		1		1
w	1		2	3	1	1		2		1	1	2
x	1	2	2	5		1	10	11	5		4	9
y			5	5	1		3	4	1		2	3
z		2	1	3			3	3	1		1	2

---

[1] Recommendations are listed at the beginning of this chapter.

[2] 0-2, 3-5, and 6+ refer to years of teaching experience

[3] In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

c. Types of Recommendations Having the Highest Agreement in Below-Neutral Opinion Regarding Implementation (ratings below 3 by both teachers and administrators).

The recommendation having the highest agreement (4) in below neutral opinion was "request for psychological". In this case the total teacher higher was 21, administrator higher 15, and agreement 4. Teachers of school x (9 cases) have a decidedly larger number of more satisfied opinions than the school x administrator (2 cases). Otherwise teacher higher and administrator higher groups are fairly close for the other 4 schools.

TABLE VI-11

Number of Times Implementations for Recommendations Had Ratings below Neutral by Both Teachers and Administrators

Recommendations [1]	0-2[2]	3-5	6+	Total
1			3	3
2			3	3
3	1	1	2	4
4			2	2
5				
6				
7				
8	1			1
9	2		2	4
10			3	3
11	1		1	2
12	1		2	3
13				
14				
15	3	1	4	8

TABLE VI-12

Analysis of Responses for Implementations for "request for psychological"

School[3]	Teacher Higher				Administrator Higher				Agreement			
	0-2	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T
v			2	2			2	2				
w	1		1	2	1	1	2	4			3	3
x	1	3	5	9			2	2		1		1
y	1		2	3			4	4				
z	4		1	5			3	3				
Total				21				15				4

---

[1] Recommendations are listed at the beginning of this chapter.

[2] 0-2, 3-5, and 6+ refer to years of teaching experience.

[3] In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

4. Summary

a. Both teachers and administrators appear to have a positive attitude regarding the implementation of the recommendations of the staffing meetings. 53% of the teachers of the five schools had an above-neutral degree of satisfaction; 50% of the responses of the administrators were above-neutral. Both teachers and administrators have a low degree of dissatisfaction with the implementation of the recommendations of the staffing committees.

b. There seems to be a direct correlation between years of teaching experience and positive outlook on implementation of staffing recommendations. This was shown in both the total responses from teachers of all five schools, but also by the fact that the school with the highest number of experienced teachers was the most satisfied. From all five schools a higher percentage of experienced teachers seemed better satisfied with the implementation than the percentage of the less experienced teachers. The present researcher speculates that this relationship might be caused by many factors, among which might be the following:

1) More highly experienced teachers might be better able

to assist with the implementation so that the actual implementation might indeed proceed more favorably.

2) More highly experienced teachers, realizing the difficulties of implementation, might be more appreciative of whatever implementation is accomplished.

c. Furthermore: Administrators give a higher rating of satisfaction for implementation of referrals by experienced teachers. This could be due not only to the fact that experienced teachers might help to make the implementations more successful but also perhaps to better screening by experienced teachers of cases amenable to staffing meetings, and to implementation of recommendations.

d. Dissatisfaction with implementation seems greatest with the least experienced teachers.

e. The school with the highest number of referrals and staffings (but not the highest number of experienced teachers) had the second highest favorable responses regarding implementation. This perhaps indicates that the high degree of experience with referrals and staffings at this school provided opportunity for development of improved implementation.

f. Comparison between opinions of teachers and administrators shows a remarkable balance: About one third of the opinions showed complete agreement between teachers and administrators regarding the degree of satisfaction concerning implementation (35% as related to types of problems and 29% as related to recommendations). The cases where the teachers gave higher satisfaction ratings were about the same number as the cases where the administrators gave a higher rating.

g. The problem most referred and with the highest degree of satisfaction with both teachers and administrators regarding implementation was "lacks fundamentals in academics". More teachers were better satisfied with the implementation of this problem than were administrators, perhaps because the teachers were closer to the implementation of this problem than were administrators.

h. The type of problem having the highest agreement in below-neutral opinion regarding implementation was "aggression towards other children" and the second highest was "lack of interest in school". This would seem to indicate that these two types of problems might be especially difficult ones with which to work.

i. The type of recommendation having the highest satisfaction by both teachers and administrators with regards to implementation was "teacher solve". The recommendation having the second highest satisfaction regarding its implementation was "change of classrooms".

j. The type of recommendation having the highest agreement between teachers and administrators with regards to below-neutral opinion concerning implementation was "request for psychological". This perhaps reflects the fact that there are often long waiting lists for psychological examinations to be conducted and also long waits for the reports to be typed after the examinations are completed. Then too, during the period of this study there was not enough time for many of the psychologists' recommendations to be implemented.

k. Variation was shown between schools in teacher response and in administrative style. The School with the highest number of experienced teachers gave the highest positive response regarding implementation. The school with the most inexperienced gave the lowest. The school with the most referral cases gave the second highest positive response. One administrator is noted to have given extremely positive response regarding

"teacher solve" in contrast both to the teachers and to the other administrators.

CHAPTER VII

RESULTS ON STUDENTS

The following analysis of the results of the staffing procedures upon the students is based upon response items contained in the response sheets for teachers[1] and response items contained in the response sheets for administrators.[2]

Numerical responses (5 being a strong "yes"; 1 being a strong "no"; 4,3,2 being intermediate responses; 3 being "neutral") were given by the teachers to four questions. Provision was made for open-ended comments in the form of responses to questions related to three of the four numerical questions:

1. Have the staffings been of benefit to those pupils referred?

   5 4 3 2 1

   In what way(s)?

   How can the meetings become more beneficial to the pupils?

---

[1]See Appendix A and Chapter IX.

[2]See Appendix E and Chapter VIII.

2. As a result of implementing the recommendations has there been improvement in the pupil(s)?

   5 4 3 2 1

3. As the referring teacher did you find the recommendations to be beneficial?

   To the child?

   5 4 3 2 1

   To the class?

   5 4 3 2 1

   In what ways?

   How can the recommendations be made to be more beneficial?

Numerical responses to the following question were given by each administrator for each of the cases handled in his school by staffing meetings:

Effect on student thus far:

5 4 3 2 1

extremely positive ... no effect

In addition, each administrator, for each of these cases handled in his school by staffing meetings, categorized the type or types of problem which motivated the referral and also categorized the type or types of recommendation which the staffing committee made.

The types of problems[1] used were:

1. disobedience
2. health
3. emotionally disturbed
4. mental retardation
5. disrespect for teacher and authority
6. aggression towards other children
7. excess absences
8. habitually tardy
9. lack of interest in school
10. lacks fundamentals in academics
11. unusually withdrawn
12. others

The types of recommendations[2] used were:

1. parent solve
2. administration solve
3. request for psychological
4. ERA (Early Remediation Approach: special social adjustment placement)
5. social adjustment (regular)
6. refer to court for parental school
7. refer to court: prosecute parent
8. nurse
9. social worker
10. change in classroom
11. transfer to another school
12. discipline the child
13. teacher solve
14. attendance officer
15. other

The use which has been made of these responses of teachers and administrators is as follows:

1. The overall tallies of the numerical responses of the teachers and administrators were analyzed.

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[1] See Chapter III.

[2] See Chapter IV.

2. In conjunction with these tallies, an analysis was made of the open-ended responses.

3. The opinions of teachers[3] and administrators were then compared regarding the degree of positive effect upon each child as related to the kind of problem that was attempted to be solved.

   a. In how many cases of each type of problem did teachers feel that the effect was more positive? In how many cases did administrators? In how many cases did administrators and teachers agree on the degree of positive effect?

   b. For the type of problem that had the highest amount of teachers and administrators regarding above average positive effects of staffings, an analysis was made of the total responses according to schools.

   c. For the type of problem that had the highest agreement of teachers and administrators regarding below average effects of staffings an analysis was made of the total responses according to schools.

4. The same procedure as in number 3 above was followed relating effects to the type of recommendations.

5. Conclusions were drawn regarding the general effect of the staffings upon the children and regarding the kinds of problems and kinds of recommendations which might be especially suited to the staffing procedures.

1. Analysis of the Overall Tallies of the Numerical Responses of the Teachers and Administrators

   a. The overall administrators responses to the question "Effect on the student thus far?" showed 35% above neutral, 34% neutral, and 31% below neutral. School 9 administrator, with the highest number of teacher referrals, gave 49% ratings above neutral; school 5

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[3]A small minority of teachers submitted more than one case. For these few responses, since the teacher response sheet was an average response, the following steps were taken to adjust these average ratings, using the variation indicated by the administrator's responses:

a) For the multiple cases submitted by a single teacher, the administrator's responses for each of the cases was averaged.
b) For each of these cases, the administrator's variation from the average (plus or minus points from average) was used to adjust the teacher's average.
c) If a teacher already had 5 or 1, nothing could be added or subtracted.

administrator with the highest number of 6-plus teachers had the second highest number of ratings above neutral (31%). School 7 administrator with the lowest number of cases had the highest number of neutral ratings (62%).

TABLE VII-1

Effect on Student Thus Far (question #4 on administrator's response sheet for teacher referrals)? Responses are given in percentages of the number of teacher referrals of the teacher group involved.

	schools[1]		strong yes 5	4	neutral 3	2	strong no 1
teachers	#5	(1)		100			
with 0-2	#6	(9)		11	11	33	45
years	#7	(2)			100		
	#8	(11)	27	9	55	9	
	#9	(9)	11	33	22	11	23
	Total	(32)	13	19	34	15	19
teachers	#5	(5)				40	60
with 3-5	#6	(2)		50	50		
years	#7	(3)		33	67		
	#8	(6)		33	50	17	
	#9	(13)		31	38	31	
	Total	(29)		28	38	24	10
teachers	#5	(20)	5	30	40	20	5
with 6	#6	(13)		23	15	46	16
or more	#7	(16)		25	56	19	
years	#8	(18)	11	6	44	39	
	#9	(45)	22	33	20	11	14
	Total	(112)	12	26	32	22	8
grand	#5	(26)	4	27	31	23	15
total	#6	(24)		21	17	18	25
group of	#7	(21)		24	62	14	
teachers	#8	(35)	14	12	49	25	
	#9	(67)	16	33	24	15	12
	Total	(173)	10	25	34	21	10

[1]Size of group population is given in parenthesis.

b. The tallies of teacher responses overlap. The questions to which the responses were made are abbreviated as follows:

1) Have staffings been of benefit to those students referred?	2) As a result of the implementation of the recommendations has there been improvement in the pupils referred?	3) As the referring teacher did you find the recommendations to be beneficial to the child?	4) As the referring teacher did you find the recommendations to be beneficial to the class?

O V E R A L L T O T A L R E F E R R A L S
(stated in percents above neutral, neutral, and below)

39% above	42% above	53% above	33% above
38% neutral	33% neutral	31% neutral	32% neutral
23% below	26% below	16% below	35% below

A B O V E N E U T R A L
(arranged according to years of teaching experience)

0-2 yrs. 46%	0-2 yrs. 39%	0-2 yrs. 50%	0-2 yrs. 27%
3-5 yrs 42%	3-5 yrs. 41%	3-5 yrs. 42%	3-5 yrs. 35%
6+ yrs. 55%	6+ yrs. 41%	6+ yrs. 49%	6+ yrs. 38%

B E L O W N E U T R A L
(arranged according to years of teaching experience)

0-2 yrs. 30%	0-2 yrs. 34%	0-2 yrs. 23%	0-2 yrs. 27%
3-5 yrs. 21%	3-5 yrs. 22%	3-5 yrs. 20%	3-5 yrs. 25%
6+ yrs. 21%	6+ yrs. 26%	6+ yrs. 23%	6+ yrs. 34%

Certain trends seem indicated by the above figures. A positive effect on the students is noted by the overall teacher ratings. The highest positive effect (53%) is noted when the question about an individual student is directed to the referring teacher, who presumably would be most knowledgeable about the effect. The highest below-level effect (35%) is given when the question is directed to the referring teacher in terms of the effect on the class.

Related to years of experience, the highest above-neutral percentages are when the questions

are phrased "effect of staffings" (0-2, 46%; 3-5, 42%; 6 plus, 55%) and "as referring teacher, the effect on the student" (0-2, 50%; 3-5, 42%; 6 plus, 49%). The 6 plus group takes the brightest view of the total "effect of staffings". The lowest above-neutral percentages are regarding "effect on class" (0-2, 27%; 3-5, 35%; 6 plus, 38%).

Related to years of experience, the highest below-level percentages are in answer to the questions "as a result of implementation the effect on the student" (0-2, 34%; 3-5, 22%; 6 plus, 26%) and "effect on class" (0-2, 27%; 3-5, 35%; 6 plus, 34%). The 6 plus teachers take the dimmest view on the effects on the class.

TABLE VII-2

Have staffings been of benefit to those pupils referred (question #1 on teacher response form)? Teacher responses are given in percentages of group (either total group of a single school, or of a particular years-of-experience group, or of the grand total group of teachers of all five schools).

	schools[1]		strong yes 5	4	neutral 3	2	strong no 1
teachers	#5	(1)	100				
with 0-2	#6	(10)	20	50	10	20	
years	#7	(12)		42	25	8	25
	#8	(15)		20	33	14	33
	#9	(4)	25	50	25		
	Total	(42)	13	33	23	13	17
teachers	#5	(2)		100			
with 3-5	#6	(4)	50	50			
years	#7	(8)		50	37		13
	#8	(15)		27	40	20	13
	#9	(11)	9	27	55		9
	Total	(40)	7	35	37	12	9
teachers	#5	(22)	9	31	50	5	5
with 6	#6	(15)	13	13	47	7	20
or more	#7						
years	#8	(19)	5	16	42	16	21
	#9	(36)	25	30	33	6	6
	Total	(92)	13	27	39	8	13
grand	#5	(28)	11	32	43	11	3
total	#6	(29)	21	31	28	10	10
group of	#7	(20)		45	30	5	20
teachers	#8	(52)	10	19	37	15	19
	#9	(51)	22	31	37	4	6
	Total	(180)	13	26	38	10	13

[1]Size of group population is given in parenthesis.

TABLE VII-3

As a result of the implementing of the recommendations has there been improvement in the pupils (question #2 on teacher response sheet)? Teacher responses are given in percentages of group (either total group of teachers of a single school, or of a particular years-of-experience group, or of grand total group of teachers of all five schools).

	schools[1]		strong yes 5	4	neutral 3	2	strong no 1
teachers	#5	(1)		100			
with 0-2	#6	(9)	33	33	12	11	11
years	#7						
	#8	(13)		15	31	31	23
	#9	(3)		33	67		
	Total	(26)	12	27	27	19	15
teachers	#5	(3)		100			
with 3-5	#6	(4)	50	[illegible]			
years	#7	(6)		33	50		17
	#8	(15)		14	60	13	13
	#9	(11)	9	45	28	9	9
	Total	(39)	7	34	37	12	10
teachers	#5	(22)	5	45	36	9	5
with 6	#6	(15)	13	13	27	20	27
or more	#7	(12)		17	42	8	33
years	#8	(14)	6	12	41	12	29
	#9	(30)	13	53	24	10	
	Total	(93)	8	33	32	11	15
grand	#5	(28)	4	50	29	14	3
total	#6	(28)	25	25	18	14	18
group of	#7	(18)		22	44	6	28
teachers	#8	(45)	2	13	45	18	22
	#9	(44)	11	50	27	9	3
	Total	(163)	9	33	33	13	13

[1] Size of group population is given in parenthesis.

TABLE VII-4

As the referring teacher did you find the recommendations to be beneficial to the child (question #3b on teacher response sheet)? Teacher responses are given in percentages of group (either total group of teachers of a single school, or of a particular years-of-experience group, or grand total of teachers of all five schools.

	schools[1]		strong yes 5	4	neutral 3	2	strong no 1
teachers	#5	(1)	100				
with 0-2	#6	(9)	22	34	22	11	11
years	#7						
	#8	(13)	15	15	39	23	8
	#9	(3)	33	67			
	Total	(26)	23	27	27	15	8
teachers	#5	(2)		100			
with 3-5	#6	(3)	67	33			
years	#7	(7)		57	29	14	
	#8	(12)		17	50	33	
	#9	(9)	22	22	45	11	
	Total	(33)	11	31	37	20	
teachers	#5	(20)	5	45	30	20	
with 6	#6	(13)	15	15	32	15	23
or more	#7	(9)	11	22	22	34	11
years	#8	(13)	8	23	31	8	30
	#9	(22)	23	55	4	18	
	Total	(77)	13	36	22	18	10
grand	#5	(25)	8	44	28	20	
total	#6	(25)	24	24	24	12	16
group of	#7	(16)	6	38	25	25	6
teachers	#8	(38)	8	18	40	21	13
	#9	(34)	24	46	15	15	
	Total	(138)	23	30	31	10	6

[1]Size of group population is given in parenthesis.

TABLE VII-5

As the referring teacher did you find the recommendations to be beneficial to the class (question #3c on teacher response sheet)? Teacher responses are given in percentages of group (either total group of teachers of a single school, or of a particular years-of-experience group, or grand total of teachers of all five schools).

	schools[1]		strong yes 5	4	neutral 3	2	strong no 1
teachers	#5	(1)	100				
with 0-2	#6	(9)	22	11	45	11	11
years	#7						
	#8	(13)	8	8	54	23	7
	#9	(3)		33	33	33	
	Total	(26)	15	12	46	19	8
teachers	#5	(3)		33		67	
with 3-5	#6	(3)	67	33			
years	#7	(5)		20	60		20
	#8	(12)	8		58	34	
	#9	(9)	22	33	33	12	
	Total	(32)	16	19	41	22	3
teachers	#5	(20)	5	25	40	10	20
with 6	#6	(13)	16	8	38	15	23
or more	#7	(9)		22	12	33	33
years	#8	(12)	8	17	33	8	34
	#9	(20)	25	45	15	10	5
	Total	(74)	12	26	28	14	20
grand	#5	(24)	8	25	33	17	17
total	#6	(25)	24	12	36	12	16
group of	#7	(14)		21	29	21	29
teachers	#8	(37)	8	8	49	22	13
	#9	(32)	22	41	22	12	3
	Total	(132)	13	20	32	15	20

[1]Size of group population is given in parenthesis.

2. Analysis of Open-Ended Responses

a. In what way(s) have staffings been of benefit to those pupils referred?

With regards to responses from the total group of teachers, with all levels of teaching experience, the comments were generally positive. In school 6 there were more comments asking for ideas for the teachers. In school 7, the comments for teachers with 0-2 years of experience were positive; teachers with more experience had a mixture of positive and negative comments. In school 8, teachers with 0-5 years of experience seemed to have more negative comments.

Responses from most schools indicated:
1) the positive benefit of the previous teacher's presence on staffing committees
2) the benefit of sharing ideas
3) alerting of special teachers to the children with special problems was helpful
4) improved understanding on part of homeroom teacher resulted from staffings

b. How can the meetings become more beneficial to the child?

With the exception of the responses from one school (which contained some cynicism or skepticism from teachers of all levels of experience, the responses from teachers of all levels of experience were generally optimistic regarding the continued development of staffing meetings. A selection of typical comments found in responses from all schools is:

1) more time needs to be provided for meetings; continue the project; hold followup meetings
2) at times involve parents for greater depth study of children; at times involve students; more family information needed
3) committees should include all teachers having contact with students; special teachers should be included; sometimes outside specialists

4) teachers should "stick to the point" at meetings
5) assure follow through of recommendations
6) there should be more positive recommendations for immediate behavior in classroom
7) obtain long-range help for students
8) more data should be gathered in advance and presented at meetings

c. In what way(s) did you as the referring teacher find the recommendations to be beneficial?

With the exception of one school, the comments tended to be generally constructive and may be summarized as follows:

1) realistic recommendations were made
2) better understanding of students
3) increased knowledge of resources available
4) better understanding of limits of school

d. How can the recommendations be made to be more beneficial?

1) more realistic recommendations
2) involve parents and students
3) involve counseling of students
4) involve more specialists
5) in-service regarding how to hold staffing meetings
6) think of how to develop further resources to follow up recommendations
7) cooperation of all teachers involved
8) more advance information to committees regarding child
9) contribute immediate steps to alleviate the daily pressure encountered by teacher and class
10) concentrate on ways to motivate
11) more followup meetings

3. Comparison Between Opinions of Teachers and Administrators Regarding Degree of Positive Effect Upon Each Child As Related to the Kind of Problem That Was Attempted to Be Solved

a. In a large number of cases (40%) teachers gave a higher positive rating for effect on the students (in the solving of problems) than did the administrators (32%); only 28% of the cases had agreement between teachers and administrators.

Certain problems were dealt with a great many more times than others as shown in the following chart:

Problems	Number of Times Dealt With
1) lacks fundamentals in academics	60
2) aggression towards other children	57
3) lack of interest in school	52
4) disrespect for teachers and authority	45
5) disobedience	40

The problem with the highest number of times dealt with, "lacks fundamentals in academics", has a higher percentage of teachers giving higher positive effects on children (42%) than administrators (27%) and an agreement between teachers and administrators in 32% of the cases. In the case of the next highest, "aggression towards other children", there are almost equal percentages with teachers, administrators, and agreement responses. The teachers see more positive effect (44%) on solving the problem "lacks interest in school" than do the administrators (31%); the agreement between administrators and teachers was only 25%. Again in the case of "disrespect for teachers and authority" the teachers see more positive effect of the staffings (53%) than do the administrators (27%); there is 20% agreement. The percentages are almost equal for "disobedience".

Many response sheets had multiple problems so the number of problems indicated is greater than the number of response sheets. Using the factors of problems expressed as percentages of response sheets, a far greater number of the responses (206%)

than administrators higher (95%) or agreement (61%). Using the same factor (problems expressed as percentage of response sheets), the administrators were better satisfied (83%) with the effect on the children whose teachers had 6 plus years of experience. Again using the same factor (problems expressed as a percentage of response sheets) the teachers whose experience was 3-5 years had the most cases (148%) of higher satisfaction than administrators; teachers with 0-2 years were next with 114%; 6 plus teachers were only 77%.

TABLE VII-6

Comparison of Satisfactions of Teachers and Administrators Regarding Effect on Child as Related to Types of Problems

	Number of Problems with Higher Positive Teacher Responses				Number of Problems with Higher Positive Administrator Responses				Number of Problems with Agreement				
Problems[1]	0-2	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T	Grand Total
1	3	4	6	13	1		14	15	1		11	12	40
2	1	4	2	7			2	2			6	6	15
3	1	2	4	7	1		1	7			3	3	17
4	1	2	3	6	1		2	3			2	2	11
5	4	4	16	24	1		11	12	2	1	6	9	45
6	6	4	10	20	4		16	20	2	2	13	17	57
7	2	4	3	9	2		1	3		1	4	5	17
8	3	1	5	9			2	2	1			1	12
9	5	8	10	23		2	14	16	1	2	10	13	52
10	4	6	15	25	3	2	11	16		3	16	19	60
11	1	1	3	5			3	3			4	4	12
12	1		7	8	3		9	12	1	3	5	9	29
Total Number	32	40	84	156	16	4	91	111	8	12	80	100	367
Refrls.	28	27	109	164									
% of Refrls.	114	148	77	95	57	15	83	68	29	44	73	60	223
% of Problems				40				32				28	

[1] Problems are described in Chapter III.

b. Types of Problems Having Highest Satisfaction Regarding Effect on Students by Both Teachers and Administrators (ratings above 3 by both teachers and administrators)

Two types of problems are tied for the highest degree of satisfaction: "disobedience" (0-2, 2; 3-5, 1; 6+, 7) and "lack of interest in school" (3-5, 2; 6+, 8). "Disobedience" has been selected for a more detailed analysis since its range of teacher experience is greater. There is an exactly equal number of responses for teacher higher (14), administrator higher (14), and agreement (14). Only 10 of the 42 cases were referred by teachers with 0-5 years of experience; the cases where the administrator was higher had no referrals from teachers with 0-5 experience.

TABLE VII-7

Number of Times "Effect on Students" (with certain problems) Had Ratings Above Neutral by Both Teachers and Administrators

Problem[1]	0-2[2]	3-5	6+	Total
1	2	1	7	10
2		1		1
3	1		3	4
4			1	1
5	1		5	6
6	3	1	3	7
7	1		2	3
8	1	1	6	8
9		2	8	10
10			2	2
11	1	3		4
12				

TABLE VII-8

Analysis of Responses Regarding "Effect on Students" for Students Having the Problem of "Disobedience"

School[3]	Teacher Higher				Administrator Higher				Agreement			
	0-2[2]	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T
v			2	2			4	4		1	3	4
w			2	2			1	1				
x	2	2	2	6			8	8	1		5	6
y		2	1	3			1	1			2	2
z	1			1						1	1	2

---

[1] Problems are described in Chapter III

[2] 0-2, 3-5, and 6+ refer to years of teaching experience.

[3] In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

c. Types of Problems Having the Highest Agreement in Below-Neutral Opinion Regarding Effects on Students (ratings below 3 by both teachers and administrators)

The problem having the highest agreement for below-neutral opinion was tied between "aggression towards other children", "lack of interest in school", and "lacks fundamentals in academics". "Aggression towards other children" was selected because of a greater spread of cases among teachers of varying experience. In the overall analysis of "aggression towards other children" there were 23 cases where the administrator gave higher opinions, 17 cases where the teacher gave higher opinions and 16 where there was agreement. In school w, the administrator had considerably higher ratings than the teachers (7 to 1); in school z, the teacher had higher ratings (6 to 0).

TABLE VII-9

Number of Times "Effect on Students" (with certain problems) Had Ratings below Neutral by Both Teachers and Administrators

Problem[1]	0-2[2]	3-5	6+	Total
1	1		4	5
2			3	3
3			1	1
4			2	2
5	3	2	3	8
6	3	1	4	9
7	2	1	3	6
8	3		1	4
9	2	2	5	9
10		2	7	9
11			1	1
12			5	5

TABLE VII-10

Analysis of Responses Regarding "Effect on Students" for Students Having the Problem of "Aggression Towards Other Children"

School[3]	Teacher Higher				Administrator Higher				Agreement			
	0-2[2]	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T
v			4	4	1		5	6			2	2
w			1	1	3		4	7			1	1
x	1	2	2	5			8	8	1	1	4	6
y			1	1			2	2			4	4
z	4	1	1	6						1	2	3

---

[1]Problems are described in Chapter III.

[2]0-2, 3-5, and 6+ refer to years of teaching experience

[3]In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

4. Comparison of Satisfaction of Teachers and Administrators Regarding Effect on Students As Related to Types of Recommendations

There is considerable similarity between the number of times that teachers had higher satisfaction (36%), the number of times administrators had higher satisfaction (34%) and the number of times that they agreed (30%).

Certain recommendations were dealt with a great many more times than others as shown in the following chart which gives the six highest:

Recommendations	Number of Times Dealt With
1) teacher solve	62
2) request for psychological	48
3) social worker	36
4) change in classroom	34
5) nurse	29

In the case of "teacher solve" there was a similarity in the percentages of cases with teacher higher (32%), administrator higher (31%), and agreement (37%).

In the case of "request for psychological", there was a much higher percentage for teacher higher (44%) than administrator higher (25%) or agreement (31%). There was an even distribution of percentages for "social worker" between teachers (39%) and administrators (36%), with agreement lower (25%). Administrators had a few more higher ratings (41%) than teachers (35%) for "change in classroom"; agreement was only 24%. 52% of the teachers had higher satisfaction as the result of the referral to the nurse; only 28% of the administrators; only 20% agreement.

TABLE VII-11

Comparison of Satisfactions of Teachers and Administrators Regarding Effect on Child as Related to Types of Recommendations

Recommendations[1]	Number of Recommendations with Higher Positive Teacher Responses				Number of Recommendations with Higher Positive Administrator Responses				Number of Recommendations with Agreement				Grand Total
	0-2	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T	
1			4	4	1	2	6	9		1	4	5	18
2			7	7	3		8	11		1	4	5	23
3	4	5	12	21			12	12		1	14	15	48
4			2	2	2		5	7			2	2	11
5		1		1							2	2	3
6											2	2	2
7													
8	3	3	9	15			8	8		1	5	6	29
9	3	4	7	14	1		12	13	1	3	5	9	36
10	2		10	12	4		10	14		2	6	8	34
11	1	2	4	7	2		1	3	1	1	4	6	16
12	1	1	1	3			4	4	1	1	3	5	12
13	5	4	11	20	2	3	14	19	1	4	18	23	62
14		2		2	1			1			3	3	6
15	4	5	8	17	2	4	11	17	1		11	12	46
Total Number	23	27	75	125	18	9	91	118	5	15	83	103	346
Refrls	28	27	109	164									
% of Refrls.	82	100	69	76	64	33	83	71	18	56	76	62	
% of Recom.				36				34				30	

[1] Recommendations are listed at the beginning of this chapter.

b. Type of Recommendation Having Highest Satisfaction by Both Teachers and Administrators (ratings above 3 by both Teachers and Administrators)

The recommendation having the highest degree of satisfaction for both teachers and administrators was "teacher solve" (14 cases). The cases of administrator higher (19), teacher higher (20), agreement (23) were almost even. In School x there were 8 cases of agreement. In School y there were 9 cases of agreement; 17 of the 23 cases of agreement were therefore from schools x and y.

TABLE VII-12

Number of Times "Effect on Students" (with certain recommendations) Had Ratings Above Neutral by Both Teachers and Administrators

Recommendations[1]	0-2[2]	3-5	6+	Total
1		1	1	2
2			2	2
3			5	5
4	1		1	2
5			1	1
6				
7				
8			2	2
9		1	2	3
10			8	8
11	1	1	2	4
12	1	1	2	4
13	2	2	10	14
14			1	1
15	1	1	4	6

TABLE VII-13

Analysis of Responses Regarding "Teacher Solve" Effect on Students

School[3]	Teacher Higher				Administrator Higher				Agreement			
	0-2[2]	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T
v			2	2	1	2	1	4		1		1
w	1		2	3								
x	1	3	4	8	1	1	10	12	1	1	6	8
y	1	1	1	3			2	2		1	8	9
z	1		3	4			1	1		1	4	5

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[1]Recommendations are listed at the beginning of this chapter

[2]0-2, 3-5, and 6+ refer to years of teaching experience.

[3]In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

c. Type of Recommendation Having the Highest Agreement in Below-Neutral Opinion Regarding Effect on Child (ratings below 3 by both teachers and administrators)

The rating with the highest agreement in below-neutral opinion was "social worker" with 8 cases. The second highest in below-neutral opinion was "request for psychological" with 7 cases. For "social worker" an analysis showed that 16 teachers had higher ratings and administrators were in 13 cases; 9 cases of agreement. School y had no "social worker" recommendations; school x had 7 more teacher higher than administrator higher.

TABLE VII-14

Number of Times "Effect on Students" (with certain recommendations) Had Ratings Below Neutral by Both Teachers and Administrators

Recommendations[1]	0-2[2]	3-5	6+	Total
1		1	2	3
2			5	5
3	1	1	5	7
4			1	1
5		1		1
6				
7				
8	1		1	2
9	2		6	8
10		1	2	3
11	1	2		3
12	1			3
13	2	1	2	5
14			2	2
15	2		5	7

TABLE VII-15

Analysis of Responses Regarding "Social Worker" Effect on Students

School[3]	Teacher Higher				Administrator Higher				Agreement			
	0-2[2]	3-5	6+	T	0-2	3-5	6+	T	0-2	3-5	6+	T
v		1	2	3			5	5		1	1	2
w			1	1			5	5		1		1
x	2	3	4	9			2	2	1	1	3	5
y												
z	3			3	1			1			1	1

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[1] Recommendations are listed at the beginning of this chapter.

[2] 0-2, 3-5, and 6+ refer to years of teaching experience.

[3] In order to preserve the anonymity of the five schools the schools have here been re-ordered and assigned alphabet designations.

5. Summary

a. Regarding "effect on students" the most experienced teachers express the most positive opinion; they also express the lowest opinion regarding "effect on class".

b. The administrator with the highest number of teacher referrals expressed the most positive point of view regarding effect on students. The administrator with the lowest number of referrals the least positive.

c. Regarding "effect on student" a great number of teacher responses were higher than the corresponding administrator responses on the same cases.

d. Types of problems having the highest degree of satisfaction for staffing effect on students were "disobedience" and "lack of interest in school".

e. Types of problems with highest below-neutral opinion were "aggression toward other children", "lack of interest in school", "lacks fundamentals in academics".

f. The fact that the problem "lack of interest in

school" met with both extremely favorable comments and extremely negative comments (in d. and e. above) seems to indicate that great success is sometimes possible in working with this problem, but that some cases seem to be very difficult.

g. In the chapter on implementation, "lacks fundamentals in academics" was shown to have the highest positive degree of satisfaction. Yet it has one of the lowest degrees in respect to effect on students. This might tend to indicate that while implementation steps to follow recommendations for meeting this problem might be readily taken, the actual effects insofar as progress for the student might be slow in certain cases.

h. In the chapter on implementation, "aggression towards other children" had low satisfaction with regards to implementation. The fact that it also has a low rating for effect on students tends to indicate a high degree of difficulty for solving this problem.

i. "Teacher solve" was the recommendation having the highest degree of satisfaction for effect on students. Yet one school actually had no "teacher solve" recommendations. This recommendation also had the highest degree

of satisfaction with regards to implementation, as indicated in Chapter VI.

j. The recommendation having the least effect was "social worker". That having the next lowest effect was "request for psychological". "Request for psychological" also was rated low in terms of implementation as indicated in Chapter VI.

CHAPTER VIII

Evaluation By Practitioners

During the weekly meetings of the Maxi I Task Force the practitioners developed a form called, "Evaluation of Pupil Staffing Activities",[1] This form was designed to obtain evaluations of the various aspects of the pupil staffing activities; and, was intended to be used by the five practitioners as well.

The "Evaluation of Pupil Staffing Activities" form contains two kinds of responses; a numerical five point scale and open-ended. For the numerical responses, 5 on the continuum indicates a strong "yes" and 1, a strong "no", with 3 as a neutral indicator. The open-ended items give the respondents an opportunity to present any observations they consider appropriate.

Specialized practitioner evaluations of both the implementation of the recommendations of the staffing

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[1] See Appendix D.

committees and a case by case study of the effect of the staffing procedures on the individual pupil are comprehensively covered in Chapters VI and VII.

The "Evaluation of Pupil Staffing Activities" form was also designed to be used by all the teachers in the Maxi I schools. An in-depth analysis of the teachers' responses is in the following chapter, "Evaluation by Teachers".

Evaluations by the practitioners tended to be very positive with the exception of part of the resources area.[2] Apparently this need for additional assistance for service for children with problems was deeply felt by the five practitioners.

The Staff Development Approach: Providing for Children With Problems practicum was also evaluated through the use of the "Evaluation of Pupil Staffing Activities" form by the Task Force. The compilation and analysis of the five practitioners' responses to this instrument are contained in the remainder of this chapter.

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[2]See Chapter V.

Table VIII-1 on the following page contains the five Task Force members' numerical evaluation of each question on the "Evaluation of Pupil Staffing Activities" form which required a response on the one to five point scale.

Each section of the instrument with the culled responses of the five practitioners is delineated below.

1. Have the staffings been of benefit to those pupils referred?

5	4	3	2	1
1	3	1	0	0

In what way(s)?

The respondents cited that;

more children were being helped through additional special services such as tutoring, counseling, speech therapy, teacher-nurse service, psychological testing, and services from referrals by the social worker to outside agencies

more individualization of instruction and individual attention were being initiated

more new classroom techniques were being utilized

more mutual assistance in discovering and solving children's problems was developing

TABLE VIII-1

CHICAGO MAXI I SCHOOLS
FEBRUARY 1974

Evaluation of Pupil Staffing Activities Questions Requiring Numerical Responses =	5	4	3	2	1
Have staffings been of benefit to those being referred?	1	3	1	0	0
As a result of implementing the recommendations has there been improvement in the pupils?	1	3	1	0	0
As the referring teacher did you find the recommendations to be beneficial to you?	0	4	1	0	0
to the child?	0	4	1	0	0
to the class?	0	4	1	0	0
To what extent were the recommendations implemented?	2	2	1	0	0
Do you feel that you have any greater insight in understanding problems?	2	2	1	0	0
Are you more effective in helping pupils who are having special problems?	2	2	1	0	0
Do you now feel more at ease about approaching other staff members for suggestions or help dealing with problems?	2	2	1	0	0
As a committee member other than the referring teacher have these activities been of benefit to you?	2	2	1	0	0
Are you better able to; identify children having problems?	2	2	1	0	0
analyze pupil's problems	2	2	1	0	0
Are you more aware of the aid available to you from the part-time staff?	2	2	1	0	0
full-time members of our staff?	2	2	1	0	0
system-wide staff?	2	0	3	0	0
resources beyond our school system?	2	0	2	1	0
Has the referral form assisted you in becoming more aware of the various sources of information available to you to better understand and analyze?	2	2	1	0	0

more awareness on the part of the practitioners and the staff of each other's strengths is evolving

more ease in working together to assist children in need is being displayed.

One practitioner very aptly stated that the staffing activities "have encouraged professional understanding of children."

Esprit-de-corps and mutual aid were stated objectives of the Staff Development Approach practicum. Attainment of these to any degree within a few months' time span is most encouraging for the practitioners.

How can the meetings become more beneficial to the pupils?

Since improvement is always sought, responses to this question are very important. Each practitioner mentioned the need for;

scheduling staff meetings on a regular basis

providing time for the referring teacher to talk

including all necessary resource personnel as well as each teacher with whom the child comes into contact

giving first priority to the discussion of specific suggestions for the classroom teacher to implement on a trial basis.

Several thought it very important that the homeroom teacher bring all pertinent records, at least to the first meeting, in case it were necessary to check some vital facts during the staffing meeting. It was suggested, too, that the child and the parent be scheduled to attend a meeting together or separately or a combination of arrangements. As the staffing procedures become more a "part" of the usual activities of assisting the teacher of children with problems refinement of these suggestions will evolve.

2. *As a result of implementing the recommendations has there been improvement in the pupils?*

5	4	3	2	1
1	3	1	0	0

There is definite positive indication that children are exhibiting behavior change which seems to be a result of teachers having a greater knowledge of what and how to do in management and guidance of the classroom. This, too, is an example of the result of giving and

accepting aid mutually, one of the prime goals of the project. The effects of the implementation of the recommendations are detailed in Chapter VII.

3. *As the referring teacher did you find the recommendations to be beneficial*

	5	4	3	2	1
to you?	0	4	1	0	0
to the child?	0	4	1	0	0
to the class?	0	4	1	0	0

In what way(s)?

The practitioners felt that the recommendations provided them with;

a greater knowledge of the child's needs

an awareness of possible causes of difficulty which had gone unnoticed

an opportunity to pool information about the various perspectives to consider in guiding administrative procedures of the staffing project.

Because of the recommendations a number of needed special services reached the child e.g. speech therapy, nurse visitation, tutoring, psychological testing, new placement. Instructional changes creating motivation for success help the child develop a better self-por-

trait and the feeling that people do care.

It is agreed by all the practitioners that as one child improves so do many because of the reduction of disruptions and the recognition by the class of its participation in helping a classmate adjust to group living. Another beneficial effect of the recommendations is the thrust toward more individualizing and humanizing of instruction in the classroom.

How can the recommendations be made to be more beneficial?

A number of suggestions centered around providing very specific helps to enable the teacher to cope. The necessity for being realistic about resource referrals and actual classroom procedures when giving recommendations is quite an important factor for success in implementation.[3]

It was also thought that it would be of great assistance to have specific in-service sessions regarding determination of recommendations. For teachers to

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[3]See Chapter V.

devlop a more mature attitude toward professional responsibilities would be extremely beneficial in fulfilling the objectives of the recommendations

4. *To what extent were the recommendations implemented?*

5	4	3	2	1
2	2	1	0	0

5. *Do you feel that you have any greater insight in understanding pupils' problems?*

5	4	3	2	1
2	2	1	0	0

6. *Are you more effective in helping pupils who are having special problems?*

5	4	3	2	1
2	2	1	0	0

7. *Do you now feel more at ease about approaching other staff members for suggestions or help in dealing with problems?*

5	4	3	2	1
2	2	1	0	0

It should be noted that regardless of the pattern of the practitioners' responses above it does not follow that each Task Force member evaluated each phase

with the same degress of success. The responses would indicate that the practitioners feel they, too, have grown personnally and professionally during this Maxi I practicum experience.

8. *As a committee member other than the referring teacher, have these activities been of benefit to you?*

5	4	3	2	1
2	2	1	0	0

In what way(s)?

This particular inquiry brought to light some valuable insights for the practitioners. Their participation in the staffing meetings helped them to understand better how the teachers perceive different problems. This knowledge made assistance for these persons easier to plan. The sharing of others' thinking and satisfaction in assisting was a most rewarding facet of these activities. The comments below state very succinctly some of the benefits of pupil staffing;

"...helped me to see ways to help teachers"

"...increased my knowledge of practical approaches to possible future problems."

How can they be made of greater benefit to you?

This is one of the greatest cpncerns of all the practitioners because of the time element involved. Since there are restrictions of union contracts time available for effective work scheduling with the teachers is at a premium. With the assignment of additional non-classroom professional personnel this fall there should be more time flexibility which would greatly aid everyone.

It is thought that by having key capable staff available to work with their colleagues to become more at ease with the procedures that the staffing activities could now function more independently of the practitioners, another objective of the project.

9. *Are you better able to identify children who are having special problems?*

5	4	3	2	1
2	2	1	0	0

analyze pupils' problems

5	4	3	2	1
2	2	1	0	0

The practitioner-principals are of the opinion

that they seem even more alert to the spotting of children with problems. Having been working with the staff more closely, the practitioners have become more sensitive to the teachers' expectation patterns, therefore, can analyze the child's problem in the classroom more readily.

10. *Are you more aware of the aid available to you from*

full-time members of our staff?

5	4	3	2	1
2	2	1	0	0

part-time staff (speech, nurse, etc.)?

5	4	3	2	1
2	2	1	0	0

system-wide staff (psychologist, etc.)?

5	4	3	2	1
2	0	3	0	0

resources beyond our school system?

5	4	3	2	1
2	0	2	1	0

The overall effectiveness of the pupil staffing activities continues to be self evident from the above evaluation results. Resources beyond the local area

which can be of service to children with problems must be sought out and understanding established of the need for these resources to function with the school in a meaningful follow-thrcugh if aid is to be at all effective.

11. *Has the referral form assisted you in becoming more aware of the various sources of information available to you (records, reports, parents, etc.) so that you can better understand and analyze a pupil's situation?*

5	4	3	2	1
2	2	1	0	0

12. *In what ways can the referral form be improved to better serve the teacher making the referral, the staffing committee, and/or the pupil? Make your suggestions directly on the two-page referral form attached to this evaluation.*

The Staffing Referral Form as designed by the Task Force has proven a very useful guidance tool in determining the present status of the child with a problem.

It was suggested that two additional items be included on page one of the "Staffing Referral Form";

11. Read Child Study Report (where applicable) Description of Behavior (This should be placed about half-way down in the space allotted to "Problem".)

The revised copy of the "Staffing Referral Form" page Two is in Appendix B. Actually the revision structures the staffing procedure, thereby strengthening the effectiveness of the members. Such additions are outlined below;

pupil's name

outline of meeting procedure

provision for secretary to enter,
recommendations for the teacher
recommendations for resources beyond the classroom

space for the staffing coordinator's signature and date of reviewing.

13. Whom do you feel should be members of every staffing committee?

The practitioners were unanimous in expressing that the persons listed below should attend the staffing meetings in order that there be a complete functioning program which is supportive of the teacher in helping the pupil with special problems;

present teacher or teachers (librarian, gym)

appropriate resource personnel (nurse, speech teacher, counselor, learning disability, social worker, psychologist, former teachers, any others with interest in or knowledge of the child)

teacher(s) of the same age level children

14. Teaching experience:

_____*0-2 years*

_____*3-5 years*

This part of the "Evaluation of Pupil Staffing Activities" form actually serves better as a guide for the practitioners in their assessment of personnel in the project because all principals must have a minimum of six years of teaching experience before they qualify to write the examination for a principal's certificate.

15. Other comments (specific strengths and/or recommended changes):

As always there are unfulfilled needs as any project develops, those mentioned by the practitioners are below;

more regular follow-up by all concerned

ways to promote initiative of staff in conducting meetings

encouragement of teachers to refer all kinds of problems.

Of note are the following quotes of the practitioners regarding the Staff Development Approach project in

general;

structures a communication system for the sharing of ideas among teachers

attempts to make use of available resources

helps to encourage solving of problems at the classroom level

It's making more teachers aware that there are no easy answers. It means work!

There was a general aura of something constructive and worthwhile being accomplished. Some thing had emerged which was to be very beneficial for all -- teachers, parents, practitioners, and especially, children!

CHAPTER IX

EVALUATION BY TEACHERS

The attitude of the teachers has been of major importance to the development of the project and its continuance as an ongoing program. Even though as a regular part of the position of the director of any project one would try to be cognizant of the attitudes of those involved, the practitioners felt that definite steps had to be taken to ascertain such information.

En Route Evaluation

The members of the task force also felt that it would be beneficial to ascertain from the teachers their objective, anonymous, general impressions about the possible benefits of the staffing activities. This practitioner designed a simple questionnaire to obtain the information. It was discussed and modified by the task force before it was reproduced for use in each of the five schools. The actual questionnaire is exhibited in Appendix C.

In late October, 1973, after the project had been explained to the staffs of the various schools and most

of the teachers had been engaged in one or more staffings, each practitioner requested that the teachers complete the short formative-type "En Route Evaluation." The results for each school were used by each practitioner in his/her own school as one of many guidelines for directing the project and related activities.

The results of the answers given by all the teachers responding are indicated in Table IX-1 which appears on the next page. The results are expressed as the percentage of the total responses to each question given to each of the four choices. The percentages have been rounded off to the nearest whole number.

As can be seen in Table IX-1, approximately twenty-eight per cent of the teachers felt that the project would definitely be of value to the pupils and teachers and could be developed into a beneficial ongoing procedure. Almost two-thirds of all those responding indicated definitely or yes to questions 1, 2, and 4. Question 4 which related to the development of the project into an ongoing procedure received the greatest percentage of positive answers.

TABLE IX-1

En Route Evaluation

All 5 Schools

	Percentage of Responses			
	Definitely	Yes	Possibly	Not at all
1. Do you feel that this project is of benefit to the pupils?	27	35	31	7
2. Do you feel that this project is of benefit to the teacher making the referral?	28	34	31	8
3. Do you feel that this project is of benefit to the teachers on the committee who are not now presently dealing with the pupil being staffed?	23	25	40	12
4. On the whole, do you feel that this project can be developed into an ongoing procedure which will be of benefit to the pupils and teachers?	29	35	33	3

The greatest area of doubt was indicated in response to question 3 which inquired into the value of the project to those teachers who were on or were to be on staffing committees which concerned pupils with whom the teacher was not directly involved at the time of the staffing.

The results indicated a general acceptance of the concept and design of the procedures. Some of the remarks which were indicated in the Comments section of the questionnaire were very encouraging; some were embellishments of the Possibly and Not at all responses; and some were very helpful in their formative type of statements indicating suggestions for possible improvement. The following were some of those of the latter type:

> Where appropriate have auxiliary personnel on the staffing committee.
>
> Set up staffing guideline procedures.
>
> Keep the writing down to a minimum so that it does not interfere with the benefits.

The use of these and other such comments were handled by the practitioners on an individual basis although they were discussed among the task force.

Summative Evaluation

The final form of the "Evaluation of Pupil Staffing Activities" questionnaire which is exhibited in Appendix D is the result of the task force's discussion and modification of the original design which was prepared by this practitioner. Each question was specifically designed to ascertain information relative to a specific goal of the practicum. In addition, the questionnaire contained places for open-ended comments so that what, for the purposes of this pilot project, would be considered as a summative evaluation instrument would in actuality be a formative evaluation relative to the ongoing development of the policies and procedures for staffing pupils who are having special problems.

During the last week of the first semester of the school year[1] each full-time teacher on the staff of each of the five schools was asked to complete an "Evaluation of Pupil Staffing Activities." The questionnaire consisted of thirteen questions which contained twenty-six parts. Seventee of the parts were

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[1]The fourth week in January, 1974.

to be answered by indicating an answer as 5, 4, 3, 2, or 1 where 5 represented a strong Yes, 1 represented a strong No, and 4, 3, and 2 represented degrees between 5 and 1 with 3 being a neutral response. Many of these questions were followed by an open-ended question asking for clarification of or reasons for the previously chosen answer. Some questions asked for suggestions for improvement.

The results which are reported here are based upon the responses of between 129 and 174 teachers. The number answering each question varied because not all teachers answered each question. This was partially due to the fact that not all respondees held each of the teacher-roles questioned in the instrument. Table IX-2 which appears on the next page indicates the percentage of the total responses to each of the five choices for each of the seventeen parts of the eleven choice-response questions. The percentages have been rounded off to the nearest whole number. Tables IX-3, IX-4, and IX-5 indicate the results of the responses to the same questions as indicated by the teachers of all five schools of the three experience groups into which the

TABLE IX-2

Evaluation of Pupil Staffing Activities

All 5 Schools Group Total

	Percentage of Responses				
	5	4	3	2	1
1. Have staffings been of benefit to those pupils referred?	13	26	38	10	13
2. As a result of implementing the recommendations has there been improvement in the pupil(s)?	9	33	33	13	13
3. As the referring teacher did you find the recommendations to be beneficial					
to you?	23	26	29	14	8
to the child?	14	33	27	18	7
to the class?	13	20	32	15	20
4. To what extent were the recommendations implemented?	23	30	31	10	6
5. Do you feel that you have any greater insight in understanding pupils' problems?	28	30	21	10	11
6. Are you more effective in helping pupils who are having special problems?	17	32	32	10	9
7. Do you now feel more at ease about approaching other staff members for suggestions or help in dealing with problems?	40	24	25	3	8
8. As a committee member other than the referring teacher, have these activities been of benefit to you?	20	33	27	13	8
9. Are you better able					
to identify children who are having special problems?	24	29	29	5	13
to analyze pupils' problems	19	30	35	8	8
10. Are you more aware of the aid available to you from					
full-time members of our staff?	31	32	20	3	13
part-time staff?	34	32	17	3	14
system-wide staff?	20	36	23	6	15
resources beyond our system?	16	25	31	11	17
11. Has the referral form assisted you in becoming more aware of the sources of information available to you?	21	36	22	10	11

TABLE IX-3

Evaluation of Pupil Staffing Activities

All 5 Schools Group 0-2 Yrs. Exp.

	Percentage of Responses				
	5	4	3	2	1
1. Have staffings been of benefit to those pupils referred?	13	33	23	13	17
2. As a result of implementing the recommendations has there been improvement in the pupil(s)?	12	27	27	19	15
3. As the referring teacher did you find the recommendations to be beneficial					
to you?	28	12	36	16	8
to the child?	23	27	27	15	8
to the class?	15	12	46	19	8
4. To what extent were the recommendations implemented?	14	32	18	29	7
5. Do you feel that you have any greater insight in understanding pupils' problems?	24	41	7	10	17
6. Are you more effective in helping pupils who are having special problems?	14	45	28	3	10
7. Do you now feel more at ease about approaching other staff members for suggestions or help in dealing with problems?	38	24	34	0	3
8. As a committee member other than the referring teacher, have these activities been of benefit to you?	19	37	30	11	4
9. Are you better able					
to identify children who are having special problems?	26	39	29	0	6
to analyze pupils' problems?	23	27	43	0	7
10. Are you more aware of the aid available to you from					
full-time members of our staff?	23	47	20	3	7
part-time staff?	26	45	13	3	13
system-wide staff?	20	37	23	7	13
resources beyond our system?	21	24	28	14	14
11. Has the referral form assisted you in becoming more aware of the sources of information available to you?	23	33	30	7	7

TABLE IX-4

Evaluation of Pupil Staffing Activities

All 5 Schools Group 3-5 Yrs. Exp.

	Percentage of Responses				
	5	4	3	2	1
1. Have staffings been of benefit to those pupils referred?	7	35	37	12	9
2. As a result of implementing the recommendations has there been improvement in the pupil(s)?	7	34	37	12	10
3. As the referring teacher did you find the recommendations to be beneficial					
to you?	16	31	28	13	13
to the child?	11	31	37	20	0
to the class?	16	19	41	22	3
4. To what extent were the recommendations implemented?	19	35	37	7	2
5. Do you feel that you have any greater insight in understanding pupils' problems?	21	40	21	9	9
6. Are you more effective in helping pupils who are having special problems?	16	48	24	8	4
7. Do you now feel more at ease about approaching other staff members for suggestions or help in dealing with problems?	36	33	24	2	4
8. As a committee member other than the referring teacher, have these activities been of benefit to you?	16	53	24	4	2
9. Are you better able					
to identify children who are having special problems?	32	27	29	5	7
to analyze pupils' problems	30	28	33	3	8
10. Are you more aware of the aid available to you from					
full-time members of our staff?	38	33	17	2	10
part-time staff?	43	33	12	2	10
system-wide staff?	18	53	18	3	10
resources beyond our system?	10	38	31	7	14
11. Has the referral form assisted you in becoming more aware of the sources of information available to you?	27	39	25	9	0

TABLE IX-5

Evaluation of Pupil Staffing Activities

All 5 Schools Group 6+ Yrs. Exp.

	Percentage of Responses				
	5	4	3	2	1
1. Have staffings been of benefit to those pupils referred?	13	27	39	8	13
2. As a result of implementing the recommendations has there been improvement in the pupil(s)?	8	33	32	11	15
3. As the referring teacher did you find the recommendations to be beneficial					
to you?	23	32	24	13	9
to the child?	13	36	22	18	10
to the class?	12	26	28	14	20
4. To what extent were the recommendations implemented?	28	27	32	5	8
5. Do you feel that you have any greater insight in understanding pupils' problems?	32	22	25	11	10
6. Are you more effective in helping pupils who are having special problems?	18	19	39	14	10
7. Do you now feel more at ease about approaching other staff members for suggestions or help in dealing with problems?	43	19	22	4	11
8. As a committee member other than the referring teacher, have these activities been of benefit to you?	22	20	27	19	12
9. Are you better able					
to identify children who are having special problems?	20	27	29	6	17
to analyze pupils' problems?	13	32	33	13	8
10. Are you more aware of the aid available to you from					
full-time members of our staff?	31	27	21	4	17
part-time staff?	33	28	20	3	16
system-wide staff?	22	30	26	6	17
resources beyond our system?	17	20	32	12	18
11. Has the referral form assisted you in becoming more aware of the sources of information available to you?	18	35	18	11	18

faculties have been separated -- 0-2 years experience, 3-5 years experience, and 6 or more (6+) years of experience.

With the exception of one question,[2] more than two-thirds of all responses were in the neutral to strong Yes categories, 3-5. From thirty-three to sixty-six per cent of all responses were on the positive side of the continuum -- choices 4 and 5. From seventeen to thirty-eight per cent of all responses were rated as neutral -- choice 3. From eleven to twenty-eight per cent of all responses were on the negative side of the continuum -- choices 1 and 2.

The most successful aspects of the project as indicated by the teachers' responses were the bringing together of staff members for mutual help and helping teachers feel more at ease about approaching other staff members for suggestions or help in dealing with problems.[3] This was one of the major goals of the project.

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[2]Question 3, part 3.

[3]Question 7.

Some of the comments made by the teachers in reference to how the recommendations were helpful to them as referring teachers[4] and how these activities have been of benefit to them when they were not the referring teacher on a committee[5] point out the benefit of the project in creating an esprit de corps among the faculty. The most often mentioned comments relative to this concern were succinctly stated by a teacher with more than six years experience: "The greatest benefit to me has been exchange of ideas and getting to know those with whom I work." Many, and not only those with little experience, expressed satisfaction in knowing that others had or were having problems similar to theirs and that these other teachers were willing to share their ideas. Comments to the effect that many of the recommendations were steps already tried by the teacher also indicated that the activities drew some of the teachers closer together through their realization that they were part of a common group and that they

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[4]Question 3.

[5]Question 8.

were not facing unique problems, nor were they uniquely unsuccessful in bringing about improvements or solutions. As one experienced teacher said, "Sharing problems eases the burden." And perhaps the esprit de corps will best be maintained because, as another teacher stated, "I found new avenues open to me in dealing with problems" and, as also stated, the staffings emphasized the need for "cooperation of all teachers involved."

An additional benefit from the staffings was the fact that other tangential concerns of teachers, such as availability of materials and school-wide routines and practices, would often become part of the meeting. One teacher felt that it was this type of discussion which gave a "cohesive feel" to their grade-level staffing group, a feeling which they "lacked before."

The teachers' responses to question 10 indicated that the project was very beneficial in helping the teachers become more aware of the aid available to them from other staff members, especially those who are full-time or part-time members of the faculty. This was greater for those teachers with 3-5 years experience

than for those in the other experience groups. This same group, those with 3-5 years experience, also seemed to become more aware of the services available to them from system-wide personnel.

Except for those teachers with 3-5 years experience, the survey does not indicate that the project was of great help in making the teachers aware of the resources available which are beyond the school system. Except for the group mentioned, the mode of answers were in the neutral column, 3, and between twenty-eight and thirty per cent of the responses were on the negative side of the continuum. Several comments made at the end of the questionnaire indicated that some of the teachers desire more information relative to this area. Details of the resources utilized in this study can be found in Chapter V.

One of the purposes of the referral form which was used was to encourage the teachers to check the multitude of information concerning a child which was already available to them. Question 11 sought to ascertain if the referral form helped the teachers to become more

aware of these sources. From one-half to two-thirds of the group as a whole or each of the experience groups responded that the form had been helpful to our designed purpose. In fact, very few recommendations for improving the form were made by teachers, and most of these dealt with very minor points.[6] More information regarding the referral form is given in Chapter VIII.

It is interesting to note that the question which dealt with the teacher's growth in understanding pupils' problems[7] received the highest mode of responses from those teachers with 6+ years of experience. This item received more than fifty per cent of all responses to it from each of the experience groups, but more than one-fourth of the newest teachers with 0-2 years experience felt that they did not grow in their ability to understand pupils' problems.

For the respondees as a whole, question 8 ranked next among those items receiving more than fifty per

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[6]Question 12.

[7]Question 5.

cent positive responses. This item concerned the benefit of the staffing activities to the committee member who was not the referring teacher. These results are very gratifying in view of the fact that on the "En Route Evaluation" this was the one area where the teachers doubted the value of the project. However, it must be pointed out that the teachers with six or more years of experience did not find this to be of as much benefit to them as did the other experience groups. In fact, almost one-third of these teachers responded to this question on the negative side of the continuum. Yet this is not so surprising because one would hope that the experienced teacher would be of greater help to those around her who are less experienced than those with less experience would be of help to her.

Just as most of the teachers indicated that they had greater insight in understanding pupils' problems,[8] so did most feel that they were now better able to identify children who were having special problems.[9]

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[8]Question 5.

[9]Question 9, part 1.

Those teachers with the least experience indicated greater growth in this area than did those with more experience.

Although the teachers indicated, over-all, a growth in their ability to identify pupils having problems[10] and understanding pupils' problems,[11] more of them were neutral than positive or negative in indicating growth in their ability to analyze pupils' problems.[12] However, there were three times more responses on the positive side of the continuum than on the negative side.

Further checking of the bimodal response of the teachers to the question ascertaining their view of the growth of their effectiveness in helping pupils who are having special problems[13] brings out the fact that those teachers with less than six years experience gave more positive responses with more than fifty per-

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[10]Question 9, part 1.

[11]Question 5.

[12]Question 9, part 2.

[13]Question 6.

cent of them expressing growth. More of the teachers with 6+ years of experience expressed positive rather than negative opinions of their growth in effectiveness.

The answers to questions 1, 2, and 3 were not as strongly positive as those to the remainder of the instrument. However, almost all were much more positive than negative with approximately one-third of the entire group and each experience group expressing a neutral view on each of the items. The exception, and the only question to which twenty-five or more per cent of each of the experience groups and the group as a whole responded to negatively, dealt with the benefits of the recommendations to the class.[14] Interestingly, all the comments were positive in response to the questioning of "in what ways" the recommendations were beneficial to the class.[15] These comments all indicated that the teacher and class also benefit from the aid given to any child in the class. None of the remarks indicated how the recommendations could be of greater benefit to the class.

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[14]Question 3, part 3.

[15]Question 3, part 4.

The mode of the responses to the questioning of the benefits of the recommendations to the child as viewed by the referring teacher[16] indicate a positive view. Almost twice as many indicated positive responses as indicated negative responses. And yet, almost as many expressed a negative opinion as expressed a neutral one. The comments indicated a concern for quicker removal of problem children from the classroom setting.

The teachers with six or more years of experience found the recommendations to be of greater benefit to them[17] than did the teachers of lesser experience. As a total group more teachers took a neutral position than any other view. However, more than twice as many, almost half of the teachers, expressed positive rather than negative reactions.

Questions 1 and 2 are quite related. The first inquires as to the benefit of the staffings to those pupils referred and the second with the improvement in the

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[16]Question 3, part 2.

[17]Question 3, part 1.

pupils as a result of implementing the recommendations. The responses indicate a very slight more positive feeling about the improvement of the child as a result of implementing the recommendations than for the benefit of the staffings to the child. Perhaps this is because there seems to be a greater direct relationship between implementing the recommendations and improvement in the child than the benefits to the child being a result of the various meetings and courses of actions involved in the total staffing process. This view may be supported by the fact that the teachers were pleased with the extent to which the recommendations had been implemented.[18] Only the teachers with two or less years of experience expressed strong negative reactions to this item. However, this population made up only about one-sixth of the total group and they themselves would have been responsible for carrying out a number of the recommendations. Perhaps due to their lack of experience they were not as successful as the other teachers and are also unfamiliar with the necessary time elements

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[18]Question 4.

connected with various implementations.

Question 13 inquired into the teachers' views concerning the composition of the staffing committees. An item analysis of the responses indicated that twenty-three different indications were made. The most frequently listed personnel were the referring teacher, all the child's present teachers including the librarian and physical education teacher and any other teachers who work with the child, the child's previous teacher or teachers, all the school personnel who are or might become involved in the case, the principal and/or assistant principal, and the adjustment teacher (counselor). There were also quite a few recommendations that the teacher-nurse and the psychologist be regular members of the committees.

Conclusions

As a total group the teachers' responses to the "En Route Evaluation" indicated a general acceptance of the concept and design and the planned procedures for the project. They expressed some doubt as to the value of the project to those teachers who were on or were to

be on staffing committees which concerned pupils with whom the teacher was not directly involved at the time of the staffing.

The majority of the responses to the summative evaluation instrument, "Evaluation of Pupil Staffing Activities," indicated the following:

> The most successful aspects of the project were the bringing together of staff members for mutual help and helping teachers feel more at ease about approaching other staff members for suggestions or help in dealing with problems.
>
> The project was very successful in helping the teachers become more aware of the aid available to them from other staff members, especially those who are full-time or part-time members of the faculty.
>
> The project activities were beneficial to all groups of teachers, including those with various years of experience and those committee members who were not directly involved with the case being staffed. (The latter group was the one for which doubt of benefit was expressed on the "En Route Evaluation.")
>
> The teachers found the "Referral Form" to be a helpful instrument.
>
> The teachers found the project beneficial in helping them to better identify and handle pupils having special problems.
>
> The teachers felt that they had gained greater insight in understanding pupils' problems, but had not grown as much in their ability to analyze them.

The teachers felt that the benefits of the project were greater for the pupils referred and the teachers than for the classes of the children referred.

The teachers indicated that they desire to gain greater knowledge of and dealings with helpful resources beyond the school system.

The teachers were satisfied with the referral form as developed and utilized.

The teachers indicated that they felt that all staffing committees should include one or more of the following: the referring teacher, all the teachers and school personnel with whom the child is directly involved, one or more of the child's previous teachers, the school counselor, and a representative of the school's administrative staff.

CHAPTER X

CONCLUSIONS

1. The staffing procedure was positively endorsed by the majority of teachers and administrators, and could be a definite help within a school for the obtaining of guidance in the solving of problems.

2. The project was worthwhile in that it brought people together for mutual aid and created an esprit de corps.

3. The task force members were catalysts and facilitators in the staffing project.

4. Providing time for the staffing meetings, though difficult, was essential to the success of the project. No standard solution was found for this problem, only improvisation.

5. The referral form was an extremely useful instrument in that it provided structure and guidance for the staffings.

6. Once operational within a school, the staffing

meetings saved time for the administrator.

7. Teachers were more inclined to ask for help with pupils exhibiting overt problems.

8. Great care should be taken in the making of recommendations so that after they are implemented to the teacher's satisfaction, the effect on the child will also be satisfactory.

9. Since the teacher is involved in some way in the implementation, the experience of the teacher would seem to have an effect on the implementation and this effect apparently is perceived by the teacher. Also, it is possible that the more experienced teachers are more aware of the difficulties of many implementations and are perhaps more patient with the implementations.

10. As a result of participation in staffings, the teachers, generally, developed the ability to identify, understand, and handle pupils' problems.

11. The teacher is a great resource for implementing recommendations.

12. The knowledge and utilization of resources was

broadened for both teachers and administrators.

13. Additional resources within and beyond the school and school system are needed to help children with problems.

14. The following model was developed for the implementing of staffing meetings in a school:

a. General discussion with faculty of types of problems most frequently encountered in classroom and general discussion of policies and procedures for staffing meetings.
b. Teachers submit referral form to principal or designate.
c. Refer to an appropriate staffing committee.
d. Committee meets and makes recommendations.
e. Implementation of recommendations by appropriate personnel.
f. Followup meeting to review progress, and determine further action if any.

Variations of this model are described in Chapter IV.

15. Recommendations:

a. Special guidance should be given to beginning teachers to help them to become more perceptive of the time needed for solving problems of students and to encourage them to have feelings of success when even a small degree of progress is made.

b. Beginning teachers should receive more help to understand how recommendations can be implemented.

c. Educators should meet with small groups of their colleagues to discuss mutual concerns and problem solving strategies.

d. Educators should be more active in obtaining more adequate resources both within and beyond the school and school system.

e. Teachers should have a greater role in problem solving within the school.

f. Teachers should be helped to be more aware of their own potential and the resources at hand.

g. More attention should be paid to solving the problems of children other than those with overt behavior.

APPENDIX A

Staffing Questionnaire

STAFFING QUESTIONNAIRE ROOM_____ GRADE_____

Your cooperation in completing this questionnaire is appreicated. The information will be helpful in implementing our staff development project.

1. Rank the problems which you encounter most frequently in ascending order. (Number 1 would be most frequently encountered).

_____Disobedience

_____Health

_____Emotionally disturbed

_____Mental retardation

_____Disrespect for teacher and authority

_____Aggression towards other children

_____Excess absences

_____Habitually tardy

_____Lack of interest in school

_____Lacks fundamentals in academics

_____Unusually withdrawn

_____Others (Be specific).

2. From among the problems listed above list three that you consider most difficult to deal with in the classroom.

A.

B.

C.

3. Select the student in your class who is at this time more in need of staffing.

Complete the Staffing Referral Form and send it to the office by _____

APPENDIX B

Staffing Referral Form

STAFFING REFERRAL FORM SUBMITTED TO PRINCIPAL _____
date

Pupil _____ Room _____ Grade _____

Birthdate _____ Scholarship ____ Conduct ____ Attendance: good ___
fair ___
poor ___

Is there a child study? _____

Agencies to which known:

Check any of the following steps which have been taken:

1. Compiled anecdotal record _____
2. Investigated the cumulative folder _____
3. Investigated the health folder _____
4. Referred to teacher-nurse _____
5. Referred to speech therapist _____
6. Held a parent conference _____
7. Requested individual examination _____
8. Referred to attendance officer _____
9. Referred to adjustment teacher _____
10. Referred to social worker _____

Problem:

_____

_____

_____

_____

_____

_____

Referred by _____

Members of Staffing Committee:

Chairman_____

Recommendations of Committee:

Date set by committee for followup meeting:_____

_____ _____
Chairman Date

Followup:

_____ _____
Chairman Date

Followup:

_____ _____
Chairman Date

(Rev.'74)

STAFFING REFERRAL FORM

Submitted to principal _____
date

PUPIL _____ Room _____ Grade _____

Birthdate _____ Scholarship _____ Conduct _____ Attendance: good _____
fair _____
poor _____

Is there a Child Study? _____

Agencies to which known:

_____

_____

_____

Check any of the following steps which have been taken:

1. Compiled anecdotal record _____
2. Investigated the cumulative folder _____
3. Investigated the health folder _____
4. Referred to teacher-nurse _____
5. Referred to speech therapist _____
6. Held parent conference _____
7. Requested individual examination _____
8. Referred to attendance officer _____
9. Referred to adjustment teacher _____
10. Referred to social worker _____
11. Read Child Study (where applicable) _____

PROBLEM:

_____

_____

_____

_____

_____

Description of behavior: _____

_____

_____

Referred by _____

(Rev.'74)
S.R.F.-2

PUPIL _____

Members of Staffing Committee:
Chairman _____
_____
_____
_____
_____

OUTLINE OF MEETING
presentation of problem by referring teacher
questions by committee members
questions by referring teacher
general discussion and recommendations
selection of special recommendations
recording of recommendations by secretary

RECOMMENDATIONS OF COMMITTEE

1-Specific recommendations for classroom teacher

_____
_____
_____
_____
_____

2-Specific recommendations utilizing resources beyond classroom

_____
_____
_____

3-Follow-up meeting date _____

_____
chairman

_____
date

Reviewed by Staffing coordinator _____
signature

_____
date

APPENDIX C

En Route Evaluation

Form

EN ROUTE EVALUATION

of

Pupil Staffing Activities

	Definitely	Yes	Possibly	Not at all
1. Do you feel that this project is of benefit to the pupils?	___	___	___	___
2. Do you feel that this project is of benefit to the teacher making the referral?	___	___	___	___
3. Do you feel that this project is of benefit to the teachers on the committee who are not now presently dealing with the pupil being staffed?	___	___	___	___
4. On the whole, do you feel that this project can be developed into an ongoing procedure which will be of benefit to the pupils and teachers?	___	___	___	___

Comments: _____

_____

_____

APPENDIX D

Evaluation of Pupil Staffing Activities

EVALUATION

of

PUPIL STAFFING ACTIVITIES

Please express your over-all feelings concerning the following items by circling one of the numbers 1 through 5 and/or expressing your specific reactions or giving specific information in the spaces provided, whichever is appropriate.

5 is to represent a strong Yes or your feeling that the questioned item was carried out to the greatest extent possible or reasonable.

1 is to represent a strong No or very negative reaction.

4, 3, and 2 represent degrees between 5 and 1 with 3 being a neutral response.

* * * * * *

1. Have staffings been of benefit to those pupils referred?

5 4 3 2 1

In what way (s)?

How can the [redacted] become more beneficial to the pupils?

2. As a result of implementing the recommendations has there been improvement in the pupil(s)?

5 4 3 2 1

3. As the referring teacher did you find the recommendations to be beneficial?

to you	5	4	3	2	1
to the child?	5	4	3	2	1
to the class?	5	4	3	2	1

In what way(s)?

How can the recommendations be made to be more beneficial?

4. To what extent were the recommendations implemented?

5 4 3 2 1

5. Do you feel that you have any greater insight in understanding pupils' problems?

5 4 3 2 1

6. Are you more effective in helping pupils who are having special problems?

5 4 3 2 1

7. Do you now feel more at ease about approaching other staff members for suggestions or help in dealing with problems?

5 4 3 2 1

8. As a committee member other than the referring teacher, have these activities been of benefit to you?

5 4 3 2 1

in what way(s)?

How can they be made to be of greater benefit to you?

9. Are you better able

to identify children who are having special problems?

5 4 3 2 1

to analyze pupils' problems

5 4 3 2 1

10. Are you more aware of the aid available to you from

full-time members of our staff?

5 4 3 2 1

part-time staff (speech, teacher-nurse, etc.)?

5 4 3 2 1

systen-wide staff (consultants, psychologists, etc.)?

5 4 3 2 1

resources beyond our school system?

5 4 3 2 1

11. Has the referral form assisted you in becoming more aware of the various sources of information available to you (records, reports, parents, etc.) so that you can better understand and analyze a pupil's situation?

5 4 3 2 1

12. In what ways can the referral form be improved to better serve the teacher making the referral, the staffing committee, and/or the pupil? Make your suggestions directly on the two-page referral form attached to this evaluation.

13. Whom do you feel <u>should</u> be members of <u>every</u> staffing committee?

14. Teaching experience:

_____ 0-2 years

_____ 3-5 years

_____ 6 or more years

15. Other comments (specific strengths and/or recommended changes):

STAFFING REFERRAL FORM SUBMITTED TO PRINCIPAL_____
date

Pupil_____Room____Grade____

Birthdate_____Scholarship_____Conduct____Attendance: good___
fair___
Is there a child study? _____ poor____

Agencies to which known:

Check any of the following steps which have been taken:

1. Compiled anecdotal record _____
2. Investigated the cumulative folder_____
3. Investigated the health folder _____
4. Referred to teacher-nurse _____
5. Referred to speech therapist _____
6. Held a parent conference _____
7. Requested individual examination _____
8. Referred to attendance officer _____
9. Referred to adjustment teacher _____
10. Referred to social worker _____

Problem:

_____

_____

_____

_____

_____

_____

Referred by_____

Members of Staffing Committee:

Chairman_____

Recommendations of Committee:

Date set by committee for followup meeting_____

_____ _____
Chairman Date

Followup:

_____ _____
Chairman Date

Followup:

_____ _____
Chairman Date

APPENDIX E

Response Sheet for Administrators

Response Sheet for Administrators

_____ - _____ - _____ - _____ - 0 3 6

School Number | Grade | Case Number | Teacher Number | Years of Experience

1. Type of Problem:

	Single	Multiple	
1)	_____	_____	disobedience
2)	_____	_____	health
3)	_____	_____	emotionally disturbed
4)	_____	_____	mental retardation
5)	_____	_____	disrespect for teacher and authority
6)	_____	_____	aggression towards other children
7)	_____	_____	excess absences
8)	_____	_____	habitually tardy
9)	_____	_____	lack of interest in school
10)	_____	_____	lacks fundamentals in academics
11)	_____	_____	unusually withdrawn
12)	_____	_____	others (be specific)

2. Type of Recommendation:

1) _____parent solve
2) _____administration solve
3) _____request for psychological
4) _____ERA
5) _____social adjustment
6) _____refer to court for parental schl.
7) _____refer to court:prosecute parent
8) _____nurse
9) _____social worker
10) _____change in classroom
11) _____transfer to another schl
12) _____discipline the child
13) _____teacher solve
14) _____attendance officer
15) _____other (specify)

3. Extent to which administrator is thus far satisfied with implementation:

5_____ very satisfied 4_____ 3_____ 2_____ 1_____ not satisfied

4. Effect on student thus far:

5_____ extremely positive 4_____ 3_____ 2_____ 1_____ no effect

5. Special problems met in implementation of recommendation (if any):